

2010-2011

Residency Teacher Certification Handbook

*Service, Leadership,
Competence, Character*

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TABLE OF CONTENTS

Program Overview	
About the School of Education _____	7
School of Education Mission Statement _____	8
Conceptual Framework _____	8
The Four Commitments of the Conceptual Framework _____	8
Competencies and Outcomes in Teacher Education _____	9
Program Descriptions _____	12
Co-Teaching Overview _____	12
Undergraduate and Post-Baccalaureate Residency Teacher Certification _____	13
Christian Faith Expectations _____	15
Suggested Schedules for Observation and Teaching _____	15
Master of Arts in Teaching (MAT) _____	16
Program Course Sequence _____	18
Alternative Routes to Certification (ARC) _____	21
Program Course Sequence _____	23
Washington State & Seattle Pacific University Certification Standards and Policies	
Teacher Certification Information _____	27
Washington Educator Skills Test (WEST-B; WEST-E) _____	28
Washington State Certification Standards _____	29
Seattle Pacific University Policies _____	31
Diversity Goal for Field Placements _____	31
Grade Expectations _____	31
University Level Appeal Policies _____	31
Roles and Responsibilities	
Introduction to the Teaching Internship _____	33
The Co-Teaching Internship _____	34
The Teacher candidate – Roles and Responsibilities _____	37
Observations of Extra-Curricular Activities _____	41
Checklist for Specific Internship Tasks _____	42
The Mentor Teacher – Roles and Responsibilities _____	46

Suggested Checklist for Mentor Teacher _____	48
Responsibility for the Letter of Recommendation _____	50
The University Coordinator – Roles and Responsibilities _____	51
Undergraduate/Post-baccalaureate Internship Requirements Checksheet _____	53
Master of Arts in Teaching (MAT) Internship Requirements Checksheet _____	55
Alternate Routes to Certification (ARC) Internship Requirements Checksheet _____	57
Evaluation	
Co-Teaching: An Internship Model for the Teacher Candidate _____	61
Evaluation _____	65
Informal Conferences _____	65
Lesson Analysis _____	65
Self-Evaluation _____	65
Formal Evaluation _____	66
Draft Professional Development Plan _____	67
Internship Grading Policy _____	67
Disposition Assessment _____	68
Performance-Based Pedagogy Assessment _____	71
Authentic Assessment of Teacher Candidate Performance and Student Learning _____	73
Effective Teaching _____	74
Learning Targets and Assessment _____	75
Engaging Low Status / Historically Marginalized Students _____	77
Multicultural Perspective _____	78
Transformative Academic Knowledge _____	79
Culturally Responsive Teaching _____	80
Classroom Management for Inclusive, Supportive Learning Communities _____	80
Caring and Democratic Classrooms _____	81
Supplement to Transformative Academic Knowledge _____	84
Showcase Lesson Plan Directions to Teacher Candidates _____	85
bPortfolio	
Documenting Performance on Standards STLP- <i>The bPortfolio</i> _____	87
bPortfolio Set-up and Design Checklist _____	88
bPortfolio Development, Submission and Assessment Procedures _____	91

Basic Education Act: Teaching & Learning in Washington State

Basic Education Act: Teaching and Learning _____	93
Internship Policies	
Governing Policies of the Internship _____	95
Code of Ethics _____	95
Specific Policies Relating to the Internship _____	98
Placement Policies _____	98
Absence from the Internship _____	103
Internship Completion _____	104
Career Development Center Services and Job Search Activities _____	106
Forms	
Classroom and Student Characteristics _____	109
Written Lesson Plan Template _____	110
Minimum Expectations for Success in Lesson Planning _____	112
Written Sources of Evidence _____	114
Written Sources of Evidence Assessment Record _____	116
Observed Sources of Evidence Assessment Record _____	117
Observed Sources of Evidence _____	118
Lesson Plan Rationale _____	120
Dispositions Assessment Summary _____	121
Full-Time Teaching Lesson Plan Format Template _____	122
Draft Professional Development Plan _____	123
Notebook Organization _____	126

Program Overview



ABOUT THE SCHOOL OF EDUCATION

Seattle Pacific College established a Normal Training School in 1921 to prepare individuals to become teachers. Progress was made quickly and the two-year Normal Training School was approved by a joint committee from the State Board of Education and the University of Washington. A three-year Normal Training School was approved by the State Board of Education in 1932 and fully accredited by the Northwest Association of Secondary and Higher Schools the following year. The first Master of Education Degree was awarded at the end of the 1954-1955 academic year. The School of Education received accreditation by the National Council for Accreditation of Teacher Education (NCATE) in 1964. In 1976, the continuing education program was initiated when SPIRAL, a catalog of courses for the lifelong learner, was mailed to 15,000 homes in the Greater Seattle area. Continuing its commitment to graduate education, the doctoral degree program was begun in 1993 at the request of school superintendents in the region, and the university's first online master's degree program was established in 1999.

The original Normal Training School's program has grown into today's School of Education, offering an undergraduate and post-baccalaureate teacher certification program, five master's degree programs, three graduate certification-only programs, and a doctoral degree in education. An online program allows students anywhere in the world to earn a master's degree in Curriculum & Instruction. Students in these programs prepare to become teachers, school counselors, principals, school superintendents, school district office personnel, or professors in higher education.

The School of Education recently received NCATE and the Washington Professional Educator Standards Board approval for continuing accreditation. During its accreditation review in spring 2006, the School of Education was deemed the first and only school or college of education in Washington to meet every state standard and their accompanying elements. The National Council for Accreditation of Teacher Education (NCATE) approved continuing accreditation for the unit for the maximum period of seven years.

The School of Education has earned a reputation for excellent undergraduate and graduate programs, and is respected throughout the Puget Sound region for preparing high quality educators. Programs in the School of Education set very high standards for students. Small classes mean students actively participate in their own education, gaining confidence to achieve their goals. In particular, residency certification from Seattle Pacific University identifies individuals of significant academic achievement as teachers of integrity – a powerful combination that opens doors to challenging careers, further study, and world service.

Given the University's evolving identity as a premier, national, Christian university and its vision of engaging the culture and changing the world, the School of Education seeks to elevate how it addresses the University's vision. In reading the story of King David, a Hebrew phrase in 2 Samuel 5:10 (*halok v'gadol*) describes David as having "a longer stride and a larger embrace" upon adding Israel to his Kingdom. This is an opportune time for the School of Education to consider an expanded vision – one that lengthens our stride and enlarges our embrace.

SCHOOL OF EDUCATION MISSION STATEMENT

To prepare educators for service and leadership in schools, communities, the nation and the world by developing their professional competence and character through the framework of Christian faith and values.

CONCEPTUAL FRAMEWORK

The School of Education seeks to prepare teachers in a manner responsive to its unique nature: a Christian university with a liberal arts heritage. The University's clear Christian commitment gives depth and perspective to classroom learning, balancing knowledge with values. The teacher education program is designed and delivered in a manner that assists the teacher candidate in exploring the relationship between their spiritual development and their profession.

The School of Education has adopted a conceptual framework for its professional education programs that centers on four essential commitments of educators: *service, leadership, competence* and *character*. The conceptual framework for the programs of the School of Education provides an outline for operationalizing the mission of the University and of the School of Education, forms the basis for program and course planning decisions for faculty, and provides an explanation of the direction and goals of courses and programs to students and external audiences.

The Four Commitments of the Conceptual Framework

The School of Education mission statement includes four commitments that are informed by our Christian faith and values: the commitment to *service* and *leadership* in the community, and the commitment to *competence* and *character*. These four commitments form the essence of the School of Education conceptual framework. All of these commitments are focused on the professional and personal growth of our graduates, in the interest of a positive impact on the learning and development of K-12 students. The four commitments of the School of Education Conceptual Framework speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation; a "calling." For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, competence and character, the School of Education's mission captures the distinctiveness of preparing Christian educators for 21st century.

Service

Service for Seattle Pacific University is more than simply educating students. It is bringing together Christian faith and educational objectives to meet the educational needs of the whole community; working within the secular community in the service of Christ to meet the needs of all. The Seattle Pacific University alumni volunteer rate of 80%, over 30% more than the general population, points to the deep commitment to service, and the success of the School of Education and the University in its emphasis on lifelong service.

Leadership

Leadership for candidates in the School of Education acknowledges the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion.

Competence

Competence is also deeply embedded in programs in the School of Education. It moves beyond the lay definition of the term to encompass excellence and mastery. As demonstrated in Seattle Pacific University intern evaluation sheets for pre-service teachers, school counselors, school psychologists, principals and superintendents, teacher candidate competencies are evaluated on a combination of academic and ethical standards. All teacher candidates, regardless of program, participate in an evaluation process that includes input from self, the mentor teacher or administrator, and the university coordinator. Knowledge, skills and dispositional behavior are all addressed in intern evaluation forms.

Character

Character is a commitment for programs and candidates in the School of Education that acknowledges the dispositional implications of teaching and learning. Educators must be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise. All of these should occur within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

COMPETENCIES AND OUTCOMES IN TEACHER EDUCATION

The commitment of the programs in the School of Education to its mission is demonstrated in the set of undergraduate and graduate program goals which provide programmatic targets for the themes of the mission and vision statements. The program goals for residency teacher certification articulate expectations for beginning teachers as they relate to the mission of Seattle Pacific University, the School of Education mission, state guidelines for teacher education programs, Washington State's *Essential Academic Learning Requirements* (EALRs), the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the professional literature that supports the field of education. These goals are achieved through coursework, various course activities, assessments, and internship experiences.

Residency Certification Competencies

The residency certification program goals are expressed as categories of competence because they provide category headings for groupings of the state residency certification standards outlined in the Washington Administrative Code (WAC 181-78A-270; please refer to the *Washington State Standards and Certification* section of this handbook for a complete listing). Additionally, School of Education faculty involved in Residency Certification has identified competencies distinctive to the SPU program. These distinctive competencies have also been listed within the eight categories of competence.

These eight categories of competence reflect the conjunction of the state competencies for teacher education, national standards for teachers, and the unique mission of the School of Education in the interest of positively impacting student learning in the schools and communities where our graduates serve.

- | | |
|---------------|---|
| Category I | Establish and maintain a positive student-focused learning environment. Demonstrate sensitivity to human diversity in teaching and relationships with students, parents, and the community. |
| Category II | Design and adapt challenging curriculum that is responsive to a student's cognitive, social, and moral development. |
| Category III | Use effective teaching practices. |
| Category IV | Use appropriate assessments to monitor and improve instruction. |
| Category V | Integrate technology into instruction and assessment. |
| Category VI | Use information on student performance to advise and involve students and families. Inform, involve, and collaborate with families to support student success. |
| Category VII | Evaluate effects of one's teaching through feedback and reflection. Establish goals for professional improvement. |
| Category VIII | Demonstrate skills, knowledge, and attitudes that contribute to professional, ethical behavior. |

Supplementary Graduate Residency Certification Competencies

The graduate programs in residency teacher certification at Seattle Pacific University include the Master of Arts in Teaching (MAT) program and the Alternative Routes to Certification (ARC) program. They serve a unique audience of teacher candidates who are often experienced in their area of endorsement and are seeking an advanced level of skill, knowledge and aptitude. In addition to the above-mentioned residency certification competencies, both graduate programs affirm the following set of general goals, which are included in the syllabi for courses and discussed in class.

1. Foundational Knowledge and Skills: Articulate key philosophies, theories, concepts, values, principles, and facts and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.
2. Leadership: Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion.
3. Communication: Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience.

4. Analysis & Problem Solving: Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.
5. Professionalism: Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.
6. Impact on Student Learning: Demonstrate the ability to design, implement and evaluate programs, activities or lessons appropriate to the professional role for which you are being prepared that have a measurable direct and/or indirect positive impact on student learning.

Residency Certification Program Standards and Competencies

The table below links the four commitments of the School of Education Mission Statement, the eight residency competency categories, and the six supplementary graduate residency certification competencies.

COMPETENCE	
Residency Certification Categories	I, II, III, IV, V, VII
Graduate Goal Categories	1, 3, 4, 6
CHARACTER	
Residency Certification Categories	I, VI
Graduate Goal Categories	5
SERVICE	
Residency Certification Categories	VI, VIII
Graduate Goal Categories	2
LEADERSHIP	
Residency Certification Categories	VII, VIII
Graduate Goal Categories	2

Undergraduate and Post-Baccalaureate Residency Teacher Certification

The professional program leading to a residency teaching certificate at Seattle Pacific University for undergraduate and post-baccalaureate teacher candidates consists of three parts:

1. **Foundations Unit and Methods Courses** – The Foundations and Methods quarters consist of the theory and background of teaching with limited application.
2. **Skills Courses** – The skills courses are non-blocked requirements that support the methods courses.
3. **Applications Courses** – The application courses in the Integrated and Internship quarters focus on applying the theory and background learned in the Foundations and Methods quarters.

Foundations Quarter

The structure of the undergraduate and post-baccalaureate teacher education program supports the idea of a developmental approach to teacher preparation. In the first segment of the program, an emphasis is placed on the acquisition of a broad base of knowledge through the general education requirements of the University, the human growth and development requirement, and the foundational phase of the teacher education program. This stage provides an introduction to the foundations of education, an opportunity for volunteer exploration in the field of education, and self-reflection experiences. Teacher candidates have the opportunity for field experiences through a service learning experience in a classroom setting. The emphasis is on acquiring a broad base of foundational knowledge along with an opportunity to observe and experience this foundational theory being played out in classroom settings. Teacher candidates are required to reflect on the application of theory in practice through discussion and in writing.

Methods Quarter

During the middle phase of the program, teacher candidates acquire a broad range of subject matter (both content and methods) through program requirements for a subject matter major, and through their general methods and subject area methods courses. The focus is on subject matter along with opportunity to apply learning in the school setting. Teacher candidates apply both content and methodology in a focused classroom teaching experience.

Integrated Quarter and Internship Quarter

In the final application phase of the program, teacher candidates have the opportunity to synthesize knowledge of educational foundations, subject matter, methodology, classroom management, assessment, and aspects of student development and diversity in a two-quarter teaching experience. Teacher candidates also participate in a seminar during the internship quarter and attend a weekly capstone course that provides opportunity to reflect through discussion and writing on the professional and ethical aspects of being a classroom teacher.

Elementary Program Overview

Foundations Quarter	Methods Quarter	Integrated Quarter	Internship Quarter
<ul style="list-style-type: none"> • Introduction to Education • Foundations and Educational Psychology • Diversity and the Classroom 	<ul style="list-style-type: none"> • Classroom Management • Reading Methods • Math Methods I • Health/ Methods • Lab Experience 	<ul style="list-style-type: none"> • Strategies for Diverse Learning • Interventions for Struggling Readers • Math Methods II • Social Studies Methods • Science Methods • Elementary Internship A 	<ul style="list-style-type: none"> • Elementary Internship B (full time in the school) • Integration & Technology for Elementary Teachers • Teacher as Person (capstone course)

Secondary Program Overview

Foundations Quarter	Methods Quarter	Integrated Quarter	Internship Quarter
<ul style="list-style-type: none"> • Introduction to Education • Foundations and Educational Psychology • Diversity and the Classroom 	<ul style="list-style-type: none"> • Classroom Management • Subject Methods • Lab Experience 	<ul style="list-style-type: none"> • Strategies for Diverse Learning • Secondary Internship A 	<ul style="list-style-type: none"> • Secondary Internship B (full time in the school) • Integration & Technology for Secondary Teachers • Teacher as Person (capstone class)

K-12 Program Overview

Teacher candidates seeking endorsements in the K-12 endorsements such as music (general, instrumental, choral), visual arts, theater arts, or health/fitness, are assigned to internships in these specialties for two quarters – one quarter at the elementary level and one quarter at the secondary level.

Professional Education Preparation and Screening

By the end of the Methods Quarter, teacher candidates will have completed the following courses: *Introduction to Education*, *Foundations and Educational Psychology*, *Diversity and the Classroom*, and various methods classes. They will have also completed a service learning experience and a one-quarter, 50-hour field experience in a classroom setting. In addition to

meeting the academic requirements for these courses, teacher candidates must receive favorable evaluations and recommendations from the field experience, on the disposition assessment, and from the instructors in the foundational courses. Instructors and field supervisors use a set of academic and professional competencies to make this determination. The teacher candidates must also have met the criteria for entrance to the School of Education that include passing all sections of the WEST-B (reading, mathematics and writing), along with an acceptable cumulative GPA. In addition, teacher candidates must pass the WEST-E before their internship placement interview. The WEST-E needs to be scheduled and passed at least one quarter before the teacher candidate plans to do their Integrated Quarter as placement interviews are not scheduled until a student has earned a passing score(s) on the WEST-E.

Christian Faith Expectations

Seattle Pacific University embraces the commitment that all faculty, staff and students will explore the meaning and implications of the Christian faith for our lives, academic disciplines and the world. Recognizing that our students come from a broad variety of religious traditions, we seek simultaneously to honor that diversity and individual freedom, while at the same time expecting all students to explore the meaning and implications of the Christian faith.

Suggested Schedules for Observation and Teaching

Although each teacher candidate will differ in readiness to assume responsibility for various teaching tasks, a flexible guide may help the mentor teacher and the teacher candidate plan a teaching schedule for the internship. The university coordinator will assist in developing an individual program when questions arise. Please note the following:

- The accelerated 10-week schedules for K-12 music (general, choral, and/or instrumental, visual arts, theater arts, and health & fitness teacher candidates should be developed cooperatively between mentor teacher, teacher candidate, and university coordinator.
- Written lesson plans are required for all assigned teaching responsibilities, including tutoring and small group instruction. Permission to use the abbreviated formats for lesson planning is given by the university coordinator in consultation with the mentor teacher.

The terms “lead” and “support” teacher suggest the concept of teamwork in the co-teaching model which guides the internship. The term “lead teacher” is defined as the person who assumes major responsibility for planning and assigning tasks to others such as the support teacher, teacher aids, parent volunteers, etc. The “support teacher” works under the direction of the lead teacher yet assumes responsibility as competency is gained.

In a co-teaching model as outlined in the following schedules, the mentor teacher serves as lead teacher during the first weeks, with the teacher candidate serving as support teacher. During the intensive phase of the experience, the roles are reversed as responsibilities are gradually transferred to the teacher candidate.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) degree integrates elementary or secondary residency teacher certification within a master's program. It is a special package of graduate courses which provide K-8 elementary or 5-12 secondary subject area teacher certification. Satisfactory completion of the certification component of the MAT program will qualify an individual for a residency teaching certificate. There are 15 credits of non-certification classes that complete the Master's degree portion of the MAT.

The purpose of the MAT program is to prepare individuals who enter the program with a baccalaureate degree in a field other than education to become teachers. The MAT program has an emphasis on entry requirements to the teaching profession and assumes that applicants will have strong educational proficiencies including academic background, communication skills, and intellectual potential necessary to earn an endorsement(s) in a content area(s).

The program provides prospective teachers with the content and skills necessary to be an effective educator and to meet the Washington Education Reform Act of 1993 and the federal "No Child Left Behind" definition of a "highly qualified teacher." The MAT program has been developed to provide academic and practical experiences for teacher candidate to successfully meet the challenges of classroom teaching in public and private educational settings.

Because of the many educational benefits of collaborative and cooperative learning associations, the program uses a cohort approach for the class-based courses. Teacher candidates are expected to proceed as a "learning community" through a defined sequence of eight quarters (two years including summers). The MAT program begins once each year and is designed to be completed on a part-time basis. One or two late afternoon/evening classes are usually taken each quarter (4-6 credits). During summer term, courses meet in the morning or afternoon.

The certification component can be completed in two years; the master's component may be completed after the teacher candidate has begun his or her teaching career, or it may be done concurrently with the certification component. The School of Education (SOE) recommends teacher candidates complete the master's component of the MAT later in the program so they may benefit from the cohort model (taking and completing classes together as a group). This approach also provides more flexibility in scheduling for teacher candidates as they will have completed most upper level course restrictions through the required classes in the certification component.

In addition to meeting the academic requirements for these courses, teacher candidates must receive favorable evaluations and recommendations relating to pedagogical skills and dispositions from the field experiences and from course instructors. Instructors and field supervisors use a set of academic and professional competencies, including the Washington State Pedagogy Performance Assessment, to make this determination.

School-based preparation in the MAT program includes the following experiences:

- *Field Experience* is completed during the day in the first Spring Quarter, which consists of approximately six hours per week observing and assisting in a public school classroom. This experience is taken in conjunction with an arranged seminar to discuss professional issues and other topics related to the field experience. The SOE encourages teacher candidates to arrange their own initial site experience, but if teacher candidates find this process difficult, a site can be arranged through the Placement Office.
- *September Experience* takes place at a school site during the opening week of school prior to Autumn Quarter of the second year. This experience is designed to familiarize pre-service teachers with the opening of a school year, including faculty meetings, preparation days, and in-service workshops that take place prior to the teacher candidates' arrival. Typically, the September Experience occurs at the same school as the initial field experience.
- *Internship* takes place in the winter and spring of the second year and involves a full day, 12-14 week supervised spring teaching experience in a classroom setting, where the teacher candidate will function in a teaching capacity. This field experience is not arranged by the teacher candidate, but, rather by the Placement Assistant in the School of Education. Teacher candidates whose current employment interferes with the internship hours must make arrangements to take a leave of absence from their other daytime responsibilities. At the participant's request, the internship may be completed in a private school that is approved by both Seattle Pacific University and the state of Washington.

Participants in this program must hold an accredited bachelor's degree, preferably with a major in a state recognized endorsement area and meet all residency certification requirements. Applicants who hold a bachelor's degree in a non-endorsement area, or who want to pursue an endorsement in a content other than their bachelor's major area of study may need to take additional courses to meet the content requirements in the desired endorsement area.

2010-12 SPU Master of Arts in Teaching Course Sequence and Endorsements

Elementary (K-8)**Secondary/Middle (5-12)****Special Education¹****TESOL/ELL/Bilingual**

*WEST-E¹ reported by Sept. 1 and passed by August 1 of the year following admission. As a general rule, elementary candidates are to have 30 credits in an endorsable area and secondary candidates at least 20. P-12 endorsement candidates (e.g., music, art, health-fitness, 5-12 world language) follow the secondary track plus the relevant methods courses listed on reverse. Candidates seeking a Bilingual endorsement follow the ELL sequence but must add EDU 5186 Bilingual Education (3), while TESOL candidates take *only underlined courses* (32 credits). M. Ed. Literacy candidates follow the elementary track but also take EDU 6975 Research and substitute EDRD 6641 for EDU 6526. *Italicized courses* shown below are generally available online.*

Summer I Option <i>Any 6000-level EDTC (3)*</i>	Summer I Option <i>Any 6000-level EDTC (3)*</i>	Summer I Requirement <i>Any 6000-level EDTC (3)* EDSP 6644 Exc Students (3)*</i>	Summer I Requirement <i>Any 6000-level EDTC (3)*</i>

Autumn I EDU 6918 Intro Tchng (1) EDU 6120 American Ed (3) EDU 6133 <i>Diversity</i> (3)	Autumn I EDU 6918 Intro Tchng (1) EDU 6120 American Ed (3) EDSP 6644 Exc/Inclun (3)*	Autumn I EDU 6918 Intro Tchng (1) EDU 6120 American Ed (3) EDSE 5127 Severe Dis (3)*	Autumn I <u>EDU 6918 Intro Tchng (1)</u> <u>EDU 6120 American Ed (3)</u> EDSP 6644 Exc/Inclusion (3)*
Winter I EDU 6526 Inst Stratgs (3)* EDU 6132 Lrns in Cntxt (3)	Winter I EDU 6526 Inst Stratgs (3)* EDU 6133 <i>Diversity</i> (3)	Winter I EDSP 6642 IEP's (3) EDU 6132 Lrns in Cntxt (3)	Winter I <i>EDU 6526 Inst Stratgs (3)*</i> <i>EDU 5633 Issues Across Cultures (3)</i>
<i>First continuation and bPortfolio (functionality) check²; fingerprinting reported by January 1.</i>			
Spring I EDU 6989 Fld Exp/Issues (3) EDMA 6432 Math Mths (3)	Spring I EDU 6989 Fld Exp/Issues (3) EDU 6132 Lrns in Cntxt (3)	Spring I EDSP 6652 LD/ADHD (3) EDMA 6432 Math Mths (3)	Spring I <u>EDU 6989 Fld Exp/Issues (3)</u> <u>EDU 6132 Lrns in Cntxt (3)</u> <i>EDU 5961 Principles of LTL (3)</i>
<i>WEST-E passed by May 1.</i>			
Summer II EDU 6150 Gen Mths (3,I) EDU 6130 Clrsm Mgmt (3,I) EDSP 6644 Exc/Inclun (3)*	Summer II EDU 6150 Gen Mths (3,I) EDU 6130 Clrsm Mgmt (3, I) EDCN 5858 Intrdis Curr (3)*	Summer II EDSP 6657 Beh Mgmt (3) EDSE 5653 Reading (3)	Summer II <i>EDU 5751 Mths Lang Instr (3)</i> EDU 6130 Clrsm Mgmt (3,I) <i>EDU 5774 TESL/Bilingual Methods (3)</i>

Autumn II EDU 6942 Sept Exp (1) EDU 6362 Sci/Ma Mths (3) EDRD 6529 <i>Readng Strat</i> (3)	Autumn II EDU 6942 Sept Exp (1) EDRD 6530 Reading (3) EDU 6160 Apld Mths (3)	Autumn II EDU 6942 Sept Exp (1) EDSP 6651 Assesmnt (3) EDRD 6529 <i>Readng Strat</i> (3)	Autumn II <u>EDU 6942 Sept Exp (1)</u> <i>EDU 5750 Testing and Eval (3)</i> EDU 5635 Rdng/Wrtng Mths (3)
<i>Second continuation and bPortfolio (formal assessment) check² by December 1</i>			
Winter II EDU 6949 Internship (6) ² EDU 6363 LA/SS/Arts (3)	Winter II EDU 6949 Internship (6) ² Various Content Mths (3) ³	Winter II EDU 6949 Internship (6) ² EDSP 6648 Em Disorders (3)	Winter II <u>EDU 6949 Internship (6)²</u> EDU 5832 Materials Selection (3) <i>EDU 5775 English Structure (3)*</i>
Spring II EDU 6949 Internship (9) ⁴ EDU 6139 Leadership (3)	Spring II EDU 6949 Internship (9) ⁴ EDU 6139 Leadership (3)	Spring II EDU 6949 Internship (9) ⁴ EDSP 6658 Issues (3)	Spring II <u>EDU 6949 Internship (9)⁴</u> EDU 6139 Leadership (3)
<i>Final bPortfolio assessment (May 15) and certification recommended by June 30.</i>			
Summer III EDU 6085 <i>Moral Issues</i> (3)* EDCN 5858 Intrdis Curr (3,Sess I)*	Summer III EDU 6085 <i>Moral Issues</i> (3)*	Summer III EDU 6085 <i>Moral Issues</i> (3)* EDU 6982 Ed Inquiry (3, Sess I)*	Summer III <u>EDU 6085 <i>Moral Issues</i> (3)*</u>

Total Elementary: 65 credits Secondary: 62 Music: 63 Art: 67 Special Ed: 65 H/F: 66 FL: 67 TSL/ELL/BGL: 32/65/68
(Bilingual Endorsement Teacher Candidates must also take EDUC 5186 *History & Theory of Bilingual Education*.)
(15 credits are required for the MA component, the balance for certification.)

1 classroom credit = 10 instructional hours, 1 practicum/experience credit = 20 hours

*Indicates required master's component classes. EDTC 6431 Learning with Technology or other 6000 EDTC course may be taken at any time during the program. A maximum of 12 graduate credits (or 9 from SPU) may transfer to the MAT program if functionally identical to SPU master's requirements. (No more than 6 credits of 5000-level courses with prior permission may be taken.) *Students who do not follow the MAT program sequence are responsible for obtaining enrollment permissions from course professors although priority is given to students in other educational programs and such sections may be closed.*

¹**For WEST schedules and information** see <http://www.west.nesinc.com>. *Provisional admission* may be granted if required coursework has not been met (financial aid is not applicable to such students); *probational admission* may be granted to exceptionally qualified applicants without sufficient entrance examination scores (MAT: 385 or GRE: 950) or GPA (3.00 in last 45 qtr./30 sem. credits). **Initial endorsement areas** include elementary (P-8) education; general (P-12) special education, music (general, choral, instrumental), health/fitness, visual arts; middle level (4-9) humanities; secondary (5-12) English/language arts, world language (Spanish, French, “strategic”), history, social studies, mathematics, and science (general, chemistry, biology, physics, earth science). Methods courses required for certification in these areas appear below. *A maximum of two “related endorsement areas” can be arranged in the secondary MAT program.* Related endorsements are General Science-Biology-Chemistry-Earth Science-Physics; Mathematics-Physics-General Science; History-Social Studies-Middle Level Humanities-English-Language Arts; English/Language Arts-French-Spanish; and Bilingual-English Language Learners-World Language. In accordance with recent federal NCLB revisions, special education and ELL/Bilingual candidates are strongly advised to obtain status as “highly qualified teachers”, which requires passing the WEST-E in either elementary education, or in a secondary core content area (e.g., mathematics, English).

²Continuation checks involve acceptable disposition evaluations (character, competence, service, leadership) and overall 3.00 GPA minimum with all coursework above C-.

³**Methods courses in K-12 specialty areas** that are offered only at the undergraduate level (e.g., ART 3546, PES 3510, MUS 3503) are to be registered for graduate credit as EDU 6900 Independent Study by completing the independent study form available in the School of Education office or online through the SPU Student Academic Services department website’s forms rack. Some of these specialty area methods classes (e.g., art, music) are not always offered annually so students seeking these endorsements should consult department schedules and plan to enroll accordingly prior to internship.

⁴**Spring internship** (student teaching) takes place fulltime for 14 weeks between March 1 and June 16. Candidates seeking dual endorsements for both elementary and special education certification teach 18 weeks from February 1 to June 16.

Secondary and K-12 Endorsement Area Classes

(Sequence of methods classes below is variable and offered in some departments during regular class hours; see department schedules and program advisors for additional details.)

<i>Secondary Content Methods Classes:</i>		<i>Music:</i>	<i>Health/Fitness:</i>
EDU 6361 Secondary English (3)		MUS 3503 Gen Music Methods (3)	PES 5051 (or 3510) Teaching Phys Ed (5)
EDU 6364 Secondary Soc Studies (3)		(in lieu of EDRD 6530)	PES 5055 Special Populations (3)
EDU 6357 Secondary Math (3)		MUS 3504 Choral Methods (2)	PES 5056 Alt Sports and Games (2)
EDSC 6359 Secondary Science (3)		MUS 3505 Inst Methods (2)	(in lieu of 6000 level elective)
<i>Middle School Methods:</i>		MUS 4654 Context Studies (3)	<i>Foreign Language (Spanish, French,</i>
EDU 6363 LA/SS/Art (3)		(in lieu of EDU 6133)	<i>or “strategic,” e.g., Japanese)</i>
<i>ELL/Bilingual (see WAL course list)</i>		<i>Library Media:</i>	LIN 2100 Language Study (5)
<i>Family & Consumer Science:</i>		LIB 130 School Libraries (3, HCC)	EDU 6365 Methods of FLT (3) <i>or</i>
FCS 4512 Aspects of FTE (3)		EDLR 5043 Implications (3)	EDU 5635 Methods of ESL (3)
FCS 4511 Curriculum & Evaluation		<i>Visual Arts:</i>	(+ passing ACTFL score or 15
+prerequisite FCS course content (3)		ART 2302 Painting Studio (5)	upper division language credits)
		ART 3546 Art Education Methods (3)	

MAT Faculty and Staff Directory

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Suggested Schedules for Observation and Teaching

Although each teacher candidate will differ in readiness to assume responsibility for various teaching tasks, a flexible guide may help the mentor teacher and the teacher candidate plan a teaching schedule for the internship. The university coordinator will assist in developing an individual program when questions arise. Teacher candidates should note that written lesson plans are required for all assigned teaching responsibilities, including tutoring and small group instruction.

The terms “lead” and “support” teacher suggest the concept of teamwork in the co-teaching model which guides the internship. The term “lead teacher” is defined as the person who assumes major responsibility for planning and assigning tasks to others such as the support teacher, teacher aids, parent volunteers, etc. The “support teacher” works under the direction of the lead teacher yet assumes responsibility as competency is gained.

In a co-teaching model the mentor teacher serves as lead teacher during the first weeks, with the teacher candidate serving as support teacher. During the intensive phase of the experience, the roles are reversed as responsibilities are gradually transferred to the teacher candidate.

ALTERNATIVE ROUTES TO CERTIFICATION PROGRAM

The Alternative Routes to Certification (ARC) program at Seattle Pacific University integrates a residency teacher certification program with a Master of Arts degree in the elements of teaching (M.A.T.). The ARC program is designed to prepare students who already have a bachelor's degree to teach. The program is to be completed on a full-time basis. Throughout the program, students receive a broad base of information about education, the nature of students, society, and the teaching profession as a whole. In addition, they gain skills and knowledge in the use of instructional and management strategies.

Qualification Details

The ARC program at SPU recognizes the “alternative routes” to certification that have been identified by Professional Educator Standards Board of Washington (PESB; www.pesb.wa.gov) for individuals who possess a unique set of qualifications and wish to be certified to teach in a classroom.

To qualify for the ARC program at SPU, students must meet one of the following criteria.

Route 2: Currently employed staff member (e.g. para-educator, instructional assistant, education aide) with a school district or private school; a minimum of one year of career-related experience; BA or BS or higher from a regionally accredited college.

Route 3: Individuals not currently employed by a school district or private school; BA or BS or higher from a regionally accredited college. This is an ideal pathway for people considering a career change.

Route 4: Teachers employed in a public school on a Conditional or Emergency Certificate or employed in a private school; BA or BS or higher from a regionally accredited college.

Participants in ARC program must hold an accredited bachelor’s degree, preferably with a major in a state-recognized endorsement area, and meet all residency certification requirements. Participants who hold a bachelor’s degree in a non-endorsement area, or who want to pursue an endorsement in a content area other than their bachelor’s major area of study may need to take additional courses to meet the content requirements in the desired endorsement area.

ARC Program Curriculum

The ARC program is developmental in nature and addresses foundational knowledge in the field of education, curriculum and instruction. The curriculum in this program is a blend of theoretical and practical studies integrated with the mission of Seattle Pacific University.

The certification component of the program is a one-year, 45 graduate credits, internship-based program of study leading to recommendation for Washington State Residency Certification. This component consists of four elements.

In the **Orientation Element** of the program, students take courses that begin and end the certification component of the curriculum: *Introduction to Teaching* during the first quarter of enrollment, and *Leadership in Teaching* during the final quarter of enrollment.

In the **Foundations Element** of the program, students receive a broad base of information about education, the nature of students and society. Courses include *Learners in Context*, *Diversity in America* and *Professional Issues*.

In the **Application Element** students acquire knowledge in the use of instructional and management strategies through course requirements in teaching methods, classroom management, and evaluation. Courses include *General Inquiry*, *Teaching and Assessment Methods*, *Content Area Methods*, *Classroom Management* and an elective in educational technology.

In the **Site Experiences Element** students use their content and pedagogical knowledge and skill in school site observation and internship teaching experiences. For their internship, ARC students are paired with a mentor teacher and conduct supervised teaching in a school setting for an entire school year (3 quarters, September - June, 5 days a week). To the extent that it is possible, the ARC internship follows a CoTeaching model where a mentor teacher and an ARC teacher-candidate are both actively involved and engaged in all aspects of instruction. As a team, they share the planning, organization, delivery and assessment of instruction.

Instruction throughout the certification component takes place through traditional, online, blended, and field-based courses. The traditional on-campus classes meet weekly and allow students to benefit from in-person learning experiences and discussions. The online courses allow students to engage in virtual learning and benefit from asynchronous discussion formats. Blended courses integrate the best of both on-campus and online learning. Field-based classes allow students to take concepts under consideration into the field and to study directly from their internship site. During this time, they are required to carry out observations and engage professionals in the field in meaningful, learning-focused discussions.

The MAT Degree

All 45 credits of the certification component transfer to the Master of Arts in Teaching (MAT) degree. 15 additional graduate credits comprise the master's component of the degree. The master's component may be completed during the summer following the certification component, or it may be completed after the candidate begins a teaching career.

Courses included as part of the master's component:

- EDU 6085 Moral Issues in Education (3 credits)
- EDU 6120 American Education: Past & Present (3)
- EDU 6526 Survey of Instructional Strategies (3)
- EDSP 6644 Educating Exceptional Students (3)
- One 3-credit elective

Students who enter the ARC program with a graduate degree from a regionally accredited university will only need to complete the certification component and EDU 6085 to receive a second master's degree.

Program Course Sequence

The ARC program follows a cohort model. There are many educational benefits of collaborative and cooperative learning and continued professional association with this model. As a result, students admitted to the ARC program are expected to proceed through the program as a "learning community" through a defined schedule and sequence. In addition to meeting the academic requirements for the various courses, students must receive favorable evaluations and recommendations from the field experience, the disposition assessment, and from the instructors in the various courses. Instructors and field supervisors use a set of academic and professional competencies including the Washington State Pedagogy Performance Assessment, to make this determination.

Secondary & K-12 (art, music, languages, health & fitness) endorsement teacher-candidates	
Summer	<p>On Campus EDU 6150 – <i>General Inquiry, Teaching & Assessment Methods</i> (3 credits) EDU 6130 – <i>Classroom Management</i> (3) EDU 6134 – <i>Prof. Issues</i> (2) EDU 6918 – <i>Introduction to Teaching</i> (4)</p>
Autumn	<p>On Campus EDU 6133 – <i>Diversity in America</i> (3)</p> <p>Online / In the Field EDU 6132 – <i>Learners in Context</i> (3) EDU 6160 – <i>Applied Inquiry, Teaching & Assessment Methods</i> (3) EDU 6948 – <i>Internship</i> (2)</p>
Winter	<p>Online / In the Field EDU 6136 – <i>Content Area Methods</i> (3) EDTC 6XXX – <i>Technology elective</i> (3) EDU 6948 – <i>Internship</i> (5)</p>
Spring	<p>On Campus EDU 6139 – <i>Leadership in Teaching</i> (3)</p> <p>Online / In the Field EDU 6948 – <i>Internship</i> (7)</p>

Special Education teacher-candidates	
Summer	<p>On Campus EDU 6150 – <i>General Inquiry, Teaching & Assessment Methods</i> (3 credits) EDU 6130 – <i>Classroom Management</i> (3) EDU 6134 – <i>Prof. Issues</i> (2) EDU 6918 – <i>Introduction to Teaching</i> (4)</p>
Autumn	<p>On Campus EDSP 6651 – <i>Special Education Assessment</i> (3) EDU 6133 – <i>Diversity in America</i> (3)</p> <p>Online / In the Field EDU 6132 – <i>Learners in Context</i> (3) EDU 6948 – <i>Internship</i> (2)</p>
Winter	<p>On Campus EDSP 6642 – <i>Individual Education Programs</i> (3)</p> <p>Online / In the Field EDTC 6XXX – <i>Technology elective</i> (3) EDU 6948 – <i>Internship</i> (5)</p>
Spring	<p>On Campus EDSP 6658 – <i>Topics in Special Education</i> (3) EDU 6139 – <i>Leadership in Teaching</i> (3)</p> <p>Online / In the Field EDU 6948 – <i>Internship</i> (4)</p>

Elementary Education Students	
Summer	<p>On Campus EDU 6150 – <i>General Inquiry, Teaching & Assessment Methods</i> (3 credits) EDU 6130 – <i>Classroom Management</i> (3) EDU 6134 – <i>Prof. Issues</i> (2) EDU 6918 – <i>Introduction to Teaching</i> (4)</p>
Autumn	<p>On Campus EDRD 6529 – <i>Teaching Readings: Strategies of Instruction</i> (3) EDU 6133 – <i>Diversity in America</i> (3) EDU 6130 – <i>Classroom Management</i> (3)</p> <p>Online / In the Field EDU 6132 – <i>Learners in Context</i> (3) EDU 6947 – <i>Internship</i> (2)</p>
Winter	<p>On Campus EDMA 6432 – <i>Elementary Math Methods</i> (3) EDU 6136 – <i>Content Area Methods</i> (3)</p> <p>Online / In the Field EDU 6947 – <i>Internship</i> (5)</p>
Spring	<p>On Campus EDU 6139 – <i>Leadership in Teaching</i> (3)</p> <p>Online / In the Field EDTC 6XXX – <i>Technology elective</i> (3) EDU 6947 – <i>Internship</i> (4)</p>

Internship Schedules

Route 2 Teacher-Candidates – *Employed Instructional Assistants*

The ARC program is fortunate to have some teacher-candidates who are in the special situation of coming to their internship as an employed instructional assistant (IA). These Route 2 teacher-candidates usually have numerous years of practical experience in the classroom. The ARC program recognizes and applies this experience against the traditional internship requirements that are usually mandated to demonstrate competency for an endorsement area. In each situation some modifications of the typical internship do take place.

In general, and depending on the working arrangement with the school, most Route 2 teacher-candidates complete their internship while remaining employed at the school. Occasionally, some Route 2 teacher-candidates find it necessary to take a 4-6 week, unpaid leave from their job to fulfill all their internship requirements. In either situation, all Route 2 teacher-candidates are expected to fulfill their regular job requirements.

To the IA's regular work load, and to the extent that it is possible, a Route 2 internship should follow a CoTeaching Model where the mentor teacher and the IA-teacher-candidate are both actively involved and engaged in all aspects of instruction. As a team, they share the planning, organization, delivery and assessment of instruction. For Special Education Route 2 teacher-candidates, this typically includes greater involvement in learning and/or co-administering the IEP process for their students. For example, as the mentor deems it appropriate, Route 2 teacher-candidates may be asked to take additional responsibility for planning and developing more learning experiences for the case load. Perhaps they may be asked to be more involved in the supervision of students, other IAs, etc. In essence, the additional responsibilities are meant to provide a greater experience of what the mentor teacher accomplishes each day in the classroom. This is why most Special Education Route 2 teacher-candidates put in longer school days than their IA peers in the building.

Route 3 Teacher-Candidates

The typical Route 3 internship applies to most ARC teacher-candidates. To the extent that it is possible, the Route 3 ARC internship follows a CoTeaching model where a mentor teacher and an ARC teacher-candidate are both actively involved and engaged in all aspects of instruction. As a team, they share the planning, organization, delivery and assessment of instruction.

Route 4 Teacher-Candidates – *Conditionally-certified teachers or teachers in a private school*

ARC teacher-candidates who are currently employed as the classroom teacher of record, either as a conditionally certified teacher or in a private school, are expected to complete all the various ARC internship requirements in addition to fulfilling their contracted teaching obligations. This implies that some of their regular preparation periods that can be reserved for lesson planning or classroom organization need to be dedicated to other internship-related requirements. For example, all teacher-candidates are expected to carry out observations of other teachers in other disciplines in order to gain an appreciation of their own emerging teaching style. While a Route 3 teacher-candidate will fulfill this requirement at any point during the day, a Route 4 teacher-candidate can only use his or her prep period to fulfill this requirement. Route 4 teacher candidates also do not have the advantage of having a mentor with them in the classroom at all times. This means that common time needs to be set aside, either during a shared preparation period or before or after school, for a regular meeting and debriefing.

The ARC program is required to identify at least one mentor teacher for each intern. Mentors of Route 4 teacher-candidates are asked to help guide their interns throughout the year by serving as a resource person, providing instructional assistance and offering encouragement. Ideally the mentor should be a colleague from the same department at the school who can help with discipline-specific teaching methodologies. Where this is not possible (as in a smaller school), it would be wise to have a mentor with whom the Route 4 teacher-candidate feels comfortable and from whom he/she would be able to learn.

Washington
State & Seattle
Pacific University
Certification
Standards and
Policies



Seattle Pacific
University

TEACHER CERTIFICATION INFORMATION

The teacher education program at Seattle Pacific University prepares candidates for certification in the state of Washington. This program has been approved by the Washington State Board of Education, accredited by the National Council of Teacher Education (NCATE), and approved by other agencies such as the American Association of Colleges for Teacher Education.

Certificate and Endorsements

A teacher's certificate is issued by the state department of education and is a license to teach in the state of Washington. A teacher's first certificate is a Residency Teacher Certificate. The certificate specifies what the endorsement area and grade levels the holder may teach, e.g. Elementary Education K-8, Physics 5-12, Chorale Music P-12. Each certificate must have at least one endorsement. Some endorsements are in greater demand than others, so a candidate might want to pursue more than one endorsement to increase their marketability. Questions regarding endorsement requirements can be answered by the Certification Officer in the School of Education office.

Difference between Residency and Professional Certificates

A Residency Teacher Certificate is the first level of certification and is issued upon completion of a Bachelor's degree and an approved program at a four-year college or university. A Professional Teacher Certificate is required as the next step in the Washington State teacher certification program and may be earned in multiple ways. Teachers should check the OSPI website at <http://www.k12.wa.us/> for the most current information and requirements for earning a Professional Teaching Certificate.

Steps in the Certification Application Process

1. Successfully complete the WEST-B examination requirement (see next page).
2. Fingerprint clearance (within the last two years).
3. Complete all course and internship requirements for the certificate.
4. Successfully complete the WEST-E examination requirement (see next page).
5. Complete and submit the state application documents for the certificate.
6. Complete and submit application for any additional endorsements to be added at the time the certificate is issued.
7. Submit all forms to the Certificate Coordinator, School of Education.

When the file is complete and there is verification that all requirements have been met, the SPU School of Education Certification Office will order the certificate from Olympia. It will then be mailed to the Certification Officer who will mail it to the candidate. It is imperative that all teacher candidates keep the School of Education Certification Office informed of any address changes and phone number changes.

WASHINGTON EDUCATOR SKILLS TEST – BASIC (WEST-B)

The State of Washington requires all individuals pursuing a residency teaching certificate pass the Washington Education Skills Test – Basic (WEST-B). The WEST-B consists of three separate subtests: reading, mathematics, and writing. A teacher candidate must pass all three sections of the WEST-B test before beginning the Methods Quarter. For information on test locations, fees, registration, and study guides, please visit the WEST-B web site at www.west.nesinc.com.

WASHINGTON EDUCATOR SKILLS TEST – ENDORSEMENT (WEST-E)

The following endorsements may be earned at Seattle Pacific University

- Bilingual Education
- CTE: Family and Consumer Science
- Designated Arts: Music-Choral
- Designated Arts: Music-General
- Designated Arts: Music-Instrumental
- Designated Arts: Theater Arts
- Designated Arts: Visual Arts
- Designated Science: Biology
- Designated Science: Chemistry
- Designated Science: Earth & Space
- Designated Science: Physics
- Designated World Languages: French
- Designated World Languages: German
- Designated World Languages: Spanish
- Designated World Languages:
SPU supported
- Elementary Education (2 subtests)
- English/Language Arts
- English Language Learners (ELL)
- Health and Fitness
- History
- Mathematics
- Library Media
- Middle Level Humanities (2 subtests)
- Middle Level Math
- Middle Level Science
- Reading
- Science
- Special Education
- Social Studies
- Specialty Endorsement:
Environmental and Sustainability
Education (Must be earned with
another endorsement.)

Important: Teacher candidates need to plan to pass the appropriate WEST-E tests(s) at least ONE quarter prior to registering for Integrated Quarter as passing scores must be received by SPU before teacher candidates will be given permission to register for Integrated Quarter.

WASHINGTON STATE CERTIFICATION STANDARDS

A teacher certification program in the state of Washington requires that all candidates for certification know and demonstrate the content, pedagogical, and professional knowledge and competencies required for the residency certificate and the area of endorsement. These are to reflect the state's learning goals and essential academic learning requirements, and are necessary to help all students learn (WAC 181-78A-220(5)).

All components of the teacher preparation programs at Seattle Pacific University contribute to the achievement of the Washington State certification competencies. These competencies are demonstrated through various coursework, methods classes, and the different field/internship experiences. Demonstration is also documented through the bPortfolios. As they relate to pre-service teacher education the following standards govern the certification process:

WAC 181-79A-150 – General requirements – Teachers. The following requirements are to be met by candidates for certification as teachers:

1. Age. No person who is less than eighteen years of age shall receive a certificate to serve in the public or nonpublic schools of Washington State.
2. Character. Applicants for certificates in Washington state who are not holders of a valid Washington state teacher's, administrator's, educational staff associate's, career and technical education, or first peoples' language, culture, and oral tribal traditions teacher's certificate must give evidence of good moral character and personal fitness as specified in WAC [181-79A-155](#) and must complete a record check through the Washington state patrol criminal identification system and through the Federal Bureau of Investigation at the applicant's expense as required by RCW [28A.410.010](#); such record check shall include a fingerprint check using a Washington state patrol approved fingerprint card: Provided, That the superintendent of public instruction may waive the record check for an applicant who has had a record check within the two years prior to application.
3. Degrees and course work. A candidate for certification shall hold appropriate degrees, licenses, and additional course work as prescribed in chapters [181-79A](#) and [181-77](#) WAC or have qualified under WAC [181-79A-257](#) or [181-78A-700](#).
4. Approved preparation program. Applicants for certification as teachers, administrators, school counselors, school psychologists and school social workers, except as otherwise provided in WAC [181-79A-257](#), and [181-79A-231](#), and in chapter [181-77](#) WAC, in order to be certified within the state of Washington shall have completed a state approved college/university preparation program in the professional field for which certification is to be issued. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.

WAC 181-79A-011 – Knowledge and skill requirements of the performance-based certification system -- Teachers. Each of the knowledge and skills required for the preparation and certification of teachers shall relate to one or more of the following three standards that all teachers will be required to demonstrate: Effective teaching, professional development, and professional contributions. The emphasis in the preservice preparation programs shall be on effective teaching; the emphasis in the program for the professional certificate shall be divided among each of the three categories; during the remainder of the teacher's career, the emphasis should be on professional development and professional contributions..

WAC 181-78A-270 – Approval standard -- Knowledge and skills - Teachers. Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC [181-78A-220](#)(5):

5.1: Knowledge of *subject matter and curriculum goals* (Standard “S”)

- (a) Teacher candidates positively impact student learning that is:
- i. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
 - ii. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress toward meeting them.
 - iii. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

5.2: Knowledge of *teaching* (Standard “T”)

- (b) Teacher candidates positively impact student learning that is:
- i. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.
 - ii. Intentionally planned. All students benefit from standards-based planning that is personalized.
 - iii. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.
 - iv. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

5.3: Knowledge of *learners and their development in social contexts* (Standard “L”)

- (c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:
- i. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.
 - ii. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.
 - iii. Family/neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.
 - iv. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

5.4: Understanding *teaching as a profession* (Standard “P”)

- (d) Teacher candidates positively impact student learning that is:
- i. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.
 - ii. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.
 - iii. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.

*** WAC 181-78A-010(8) – Definition of terms.**

"A positive impact on student learning" means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements: Provided, That teachers employed by private schools who are candidates for the professional teaching certificate shall document students' increased knowledge and/or demonstration of a skill or skills related to either:

- (a) The state goals or essential academic learning requirements; or
- (b) Such alternative learning goals as the private school has established.

State Level Appeal Policies and Procedures

Appeal procedures for denial of certification beyond the university level and according to state law can be found in the following Washington Administrative Codes (WAC):

- WAC 181-79A-110 – Denial of application for certification or endorsement by approved professional preparation training institutions.
- WAC 181-86-140 Appeal – General.

Certification in Other States

Most states issue certificates to persons who have completed a planned program that was approved by the appropriate state certification agency where the college/university is located. Thus, since the Washington State Board of Education has approved Seattle Pacific University's program, persons completing the program are usually eligible for certification in other states.

To apply for certification in another state, write to the State Office of Certification in that state and ask for an application and the appropriate information. Wait until all requirements for the degree and the Washington certificate have been completed to submit the materials as directed.

SEATTLE PACIFIC UNIVERSITY POLICIES

Diversity Goal for Field Placements

The School of Education's commitment to diversity and social justice flows out of the Biblical truth that all are created in the image of God and the Biblical mandate to be reconciled to God and others. In obedience to this mandate and in celebration of God's delight in diversity, the School of Education seeks to break down walls that perpetuate social injustice. Faculty and staff are to model a commitment to diversity and prepare teacher candidates to become instruments of reconciliation. Faculty and staff are to pursue and advocate for social justice in scholarship, teaching, and the content and skills imparted to teacher candidates. The School of Education strives to strengthen its collaborative partnerships with P-12 schools, and especially with those schools serving traditionally disenfranchised populations.

In particular, the residency certification teacher education program emphasizes that teaching is a service field and believes that education can make a positive difference in individual lives of students of all ethnic, racial, and cultural backgrounds as well as those with special needs. It is, therefore, a goal for field experience placement to provide all teacher candidates with settings where students of varied ethnic, racial, and cultural backgrounds are served. It is also a goal to provide all candidates with placements where there are students who have been identified as exceptional, including special education and highly capable students. These goals extend beyond placement to the expectation that teacher candidates will demonstrate knowledge, skills, and attitudes for serving diverse populations. Documentation for this demonstration is included within items in the *Pedagogy Performance Assessment (PPA)*.

Grade Expectations

Once admitted to the Teacher Certification Program, students are expected to maintain a minimum 3.0 cumulative GPA. Students must earn at least a "B-" (3.0) grade in each *lab* and *internship* course and at least a "C" grade in all other education courses.

University Level Appeal Policies

Appeal procedures for Seattle Pacific University are outlined in the relevant undergraduate or graduate program catalog.

Roles and Responsibilities



INTRODUCTION TO THE TEACHING INTERNSHIP

The teaching internship presents the opportunity for you to demonstrate skills learned previously in courses and field experiences. It is anticipated that you will successfully meet the demands of the classroom and the competencies identified in this handbook. The internship is a time for polishing skills and refining your philosophy of managing a classroom as an effective learning environment. It is also a time for you to demonstrate your knowledge of subject matter so that you can successfully teach to the Washington State Essential Academic Learning Requirements (EALRs).

The teaching internship is based on a co-teaching model. Throughout the internship, the teacher candidate and the mentor teacher will work collaboratively in planning, teaching, and assessing your students. The students in the classroom are the first consideration of the mentor teacher and the teacher candidate. The teacher candidate is expected to work closely with the mentor teacher to coordinate classroom activities and other responsibilities. Initially, the teacher candidate serves in a support role to the mentor teacher, learning the routines and strategies that are part of the classroom. As the teacher candidate progresses through the internship, he/she will move from a support position to a lead role.

The teacher candidate expected to be involved in all duties normally required of a professional educator. The teacher candidate should arrive when teachers are expected to arrive and stay until teachers are allowed to leave. Additionally, teacher candidates should attend any activities that would be expected of a classroom teacher, including after-school activities such as special meetings or open house.

Successful teacher candidates contribute ideas and are willing to assist in accomplishing whatever is necessary for an effective learning environment. It is not unusual for teacher candidates to arrive earlier and to stay later than other school personnel; this is often necessary to meet the demands of the teaching internship. Professional conduct and appearance are expected of you and punctuality, thoroughness and a cooperative attitude are key ingredients to a successful experience.

Objectives:

Teacher candidates will demonstrate:

1. Interpersonal, Ethical and Professional Behavior
2. Knowledge of Subject Matter
3. Knowledge of Teaching and Learning
4. Reflective Decision-Making
5. Appreciation for Individual Learners

The Co-Teaching Internship

The co-teaching internship is based on the belief that two educators working collaboratively in the classroom can better meet the needs of learners while effectively preparing/mentoring the teacher candidate in the successful completion of the internship. Therefore, throughout the internship, the teacher candidate will be working with the mentor teacher to collaborate on instruction. This approach significantly differs from the traditional model of teaching internships where the teacher candidate solos for a significant portion of the internship. In co-teaching, the teacher candidate and the mentor teacher plan together to meet the learning needs of the students using a range of strategies described below. Highly effective schools depend on teacher collaboration in its many forms, so developing such skills during the internship prepares the teacher candidate for their future classroom and school.

This model is dependent on effective collaboration and communication between the teacher candidate and mentor teacher. In the beginning, the mentor teacher takes primary responsibility for planning while the teacher candidate serves in a support role. Gradually, those roles shift as the teacher candidate takes on greater responsibility. In the planning process, the teacher candidate will provide suggestions to the mentor teacher on the role he/she will play based on the various collaborative models and the learning needs of the students.

Throughout this process, the mentor teacher and university coordinator will be assessing the teacher candidate's ability to take the lead role for the classroom and student learning. **This lead role will vary depending on individual growth and readiness of the teacher candidate.** As a general guideline, about 25% of the internship the teacher candidate will be in the lead role. In some circumstances, more time will be allotted for the lead role and this will be based on the professional judgment of the mentor teacher and university coordinator. To meet program expectations, the teacher candidate must be ready and able to manage and teach effectively in his/her own classroom in the professional judgment of the mentor teacher and university coordinator.

As teacher candidates progress through the program they will have been introduced to some of the co-teaching strategies. More strategies are listed below. As teacher candidates work with their cooperating teachers, teacher candidates will determine the strategies that are most appropriate for different learning situations in their setting. Teacher candidates will want to become familiar with the various approaches and consider when and where they are best utilized.

Co-Teaching Strategies

Strategy	Definition/Application
One Teach, One Observe	When using <i>One Teach, One Observe</i> , one teacher has primary instructional responsibility while the other gathers specific observational information on student learning. The key to this strategy is to focus the observation, so that the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or mentor teacher) could take on both roles.
One Teach, One Assist	<i>One Teach, One Assist</i> is an extension of <i>One Teach, One Observe</i> . One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.
Station Teaching	For <i>Station Teaching</i> , the co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.
Parallel Teaching	In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.
Alternative Teaching	<i>Alternative Teaching</i> strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not “taking turns teaching.” Using a <i>Team Teaching</i> strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

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Suggested Teaching Schedule

During the first week of the teaching internship, the teacher candidate will usually use the “one teach, one observe” and “one teach, one assist” co-teaching strategies, in addition to helping the mentor teacher in other ways as needed. However, it is important to note that each setting is unique and this schedule may be modified to meet the needs of the classroom and internship experience. During the second week, the teacher candidate and the mentor teacher should discuss the best co-teaching strategies to employ throughout the teaching day, based on the teacher candidate’s first full week of the internship. Throughout the internship the teacher candidate will be actively involved in planning and assessment of student learning. Remember that complete, written lesson plans are required for each lesson and must be approved by the mentor teacher before the lesson is taught. If the teacher candidate is making satisfactory progress as determined by the mentor teacher and university coordinator, abbreviated lesson plans may be used for the teacher candidate’s planning. It is expected that the teacher candidate and mentor teacher will develop a co-teaching plan that allows the teacher candidate to demonstrate all of the competencies outlined in the Performance-Based Pedagogy Assessment form, including effective planning, instructional strategies, assessment, and classroom management.

The teacher candidate will be expected to assume the lead teaching role for approximately 25% of the teaching internship (provided that the mentor teacher and university coordinator are confident that the teacher candidate has demonstrated competencies that prepare the teacher candidate for his/her future classroom.) During the last week of the internship, the teacher candidate should begin phasing out of full-time co-teaching. During this time the teacher candidate should arrange to visit other classes and special programs to become acquainted with other types of services and supports in the building or school district. In the last week the teacher candidate will assist the mentor teacher as needed.

THE TEACHER CANDIDATE – ROLES AND RESPONSIBILITIES

The teacher candidate is a learner who serves a role as a support teacher by observing, assisting, and gradually assuming full teaching responsibilities. As more teaching and decision-making responsibilities are assumed, the teacher candidate becomes the lead teacher. Although the teacher candidate is a learner, it is important from the beginning for the teacher candidate to convey a teacher image to school personnel and the students. Professional behavior and competent performance of responsibilities help convey a teacher image. Here are a few reminders for a successful internship:

Professional Responsibilities

The teacher candidate is expected to:

1. Realize that he/she is under the direction of both the mentor teacher and the university coordinator and is required to accomplish the tasks that are assigned by them.
2. Contribute to the class by sharing ideas and actively supporting the mentor teacher and others in the classroom and school setting.
3. Convey an interested and enthusiastic attitude regarding classroom/school activities.
4. Demonstrate professionalism by:
 - a. Accomplishing tasks thoroughly and on time.
 - b. Taking initiative where it is appropriate
 - c. Being dependable
 - d. Conveying a positive attitude of responsibility toward faculty meetings, parent-teacher meetings, school programs, etc.
 - e. Being punctual to school, meetings, and appointments. This includes arriving early and staying late.
 - f. Presenting a professional and appropriate appearance
5. Cooperate in arranging a conference time that is convenient for the mentor teacher in order to talk about teaching methods and the students' progress.
6. Teach using the co-teaching model and complete all assignments listed
7. Demonstrate interest by asking questions, seeking clarification, and offering suggestions.
8. Attend individual and/or small group sessions as called by the university coordinator.
9. Communicate regularly and openly with the university coordinator regarding the assigned teaching schedule, progress being made, and problems as they may occur.
10. Demonstrate a willingness to implement improvements suggested by the mentor teacher and/or university coordinator.

Communication Responsibilities

Successful internships are grounded in effective communication between the teacher candidate and the mentor teacher. The teacher candidate is expected to:

1. Notify his/her mentor teacher and university coordinator of absence due to illness or emergency. Both the university coordinator and the mentor teacher should be notified by **7:00 a.m.** or **by such a time as they request**. Take the initiative to develop a plan with the mentor teacher and university coordinator for any time missed during the internship.
2. Arrange for a conference time with the mentor teacher and university coordinator to discuss each formal observation within 24 hours of that observation.
3. Submit to the university coordinator a weekly schedule for the following week (using e-mail if needed).
4. Notify the university coordinator regarding any changes in the weekly schedule. This is to be done during the week.
5. Complete all other communication requirements as requested by the mentor teacher, the university coordinator and/or the university program chair.

Teaching and Planning

The teacher candidate is expected to:

1. Perform routine tasks planned by the mentor teacher that will enable the teacher candidate to become acquainted with the students and accustomed to working with them.
2. Develop a classroom management plan during the first days of the internship. This should include relevant seating charts.
3. Carefully articulate all course reviews, unit plans, lesson plans and assessments with state and/or district competencies (e.g. EALRs and GLEs).
4. Write complete course overviews for each lesson preparation during the first days of the internship.
5. Write complete unit plans and lesson plans according to the outlines given in the various methods class.
 - a. Show these plans to the mentor teacher in time for the teacher candidate to receive suggestions and make needed improvements before teaching.
 - b. Ask the mentor teacher to initial the plans to indicate approval.
 - c. Note that written plans are required for all teaching assignments, including partial lessons.

6. Submit a complete unit plan matrix and rationale to the mentor teacher before starting each unit. In most cases write daily lesson plans in blocks of several days rather than on a day-to-day basis.
7. At least one unit plan must be “from scratch” or independently developed at some point in the internship. An independently developed unit is 10 or more lessons that the teacher candidate develops without access to material prepared by the mentor teacher. The teacher candidate should develop this unit plan by using textbooks and resources that are available within the school and outside of the school.
8. Reflect on each lesson taught by writing regular evaluations of each lesson by using the self-evaluation forms. (Teacher candidate can submit reflections to his/her coordinator.)
9. Develop at least one original assessment instrument for at least one unit. The assessment instrument must be submitted to the mentor teacher for comments prior to its use, and submitted to the university coordinator for evaluation after its use.
10. Keep a record of students’ performance in each class for which responsibility has been assigned. The accepted format for this should be worked out with the cooperating teacher.
11. Keep all course overviews, unit plans, lesson plans, and self-evaluations in a lesson plan notebook (see below). Be sure to include any written comments or suggestions from the mentor teacher and the university coordinator in this notebook for future reference and make the notebook available to the university supervisor during each visit.

Writing Lesson Plans

Lesson planning typically progresses through three stages:

1. At the beginning of the internship experience, and for special “showcase” lessons throughout the internship, it is expected that detailed written planning will be done using the SPU lesson plan template.
2. As familiarity with a subject is gained, the teacher candidate can progress to a shortened one-page format for each lesson. (This form is to be built upon the same format as the showcase lesson).
3. As the teacher candidate progresses to full-time planning, a shortened one-page weekly form for each class can be used.

Note that permission to use the abbreviated formats for lesson planning is given by the university coordinator in consultation with the mentor teacher. The various lesson plan templates are included in the *Forms* section of this handbook.

Lesson Plan Notebook

Teacher candidates are expected to organize and label a lesson plan notebook that is to be made available to the mentor teacher, university coordinator, and, if requested, building administrator. Depending on subject areas, there may be a need for multiple lesson plan notebooks.

The lesson plan notebook is to have dividers for the various subjects taught and plans are to be included in chronological order in each category. For each subject taught, the teacher candidate is to keep a record of student performance. The format for this record will vary according to subject, grade level, and preference of the mentor teacher and university coordinator. A section of the lesson plan notebook is to be used for results of lesson observations made by the teacher candidate. Another section should include written notes and evaluations from the mentor teacher and the university coordinator. Self-evaluations may be included either after each lesson or in a separate section.

Observations of Other Teachers

All teacher candidates are expected to observe other classroom teachers during their internship according to the minimum guidelines below:

Elementary undergraduate/ post-baccalaureate teacher candidates	at least three (4) <u>other</u> classroom teachers
Secondary and K-12 undergraduate/ post-baccalaureate teacher candidates	at least three (3) <u>other</u> classroom teachers*
MAT teacher candidates	at least three (3) <u>other</u> classroom teachers*
ARC teacher candidates	at least three (6) <u>other</u> classroom teachers*†

* For all teacher candidates pursuing a secondary or K-12 teaching endorsement, at least two of the observations are to be of teachers who are teaching in areas outside of the teacher candidate's endorsement area (i.e. elsewhere in the school).

† ARC teacher candidates are advised to complete at least two of the six observations during winter quarter. ARC coordinators will recommend a particular focus for these observations in order to address areas of growth.

For each observation, the teacher candidate is expected to:

1. Arrange the observations according to building policy and with the mentor teacher's assistance or recommendations.
2. Notify the university coordinator of all observations prior to doing them, by including them on the weekly schedule.
3. Complete and submit a one-page, typed observation to the university coordinator.

4. Suggested topics to discuss in the observation reports include how the teacher:
- established rapport
 - taught routines
 - held attention of students
 - handled distractions and prevented problems from arising
 - managed equipment and materials
 - set standards for student performance
 - motivated the students to work on assignments
 - made effective transitions
 - kept the pace of the lesson flowing
 - provided for individual differences
 - evaluated performance of students
 - addressed any other concerns discussed with the teacher

Observations of Extra-Curricular Activities

All teacher candidates are expected to observe extra-curricular student activities. These may include sporting events, concerts, plays, other social activities, etc. All undergraduate/post-baccalaureate and MAT teacher candidates are expected to observe a minimum of three (3) extra-curricular activities. All ARC teacher candidates are expected to observe a minimum of six (6) extra-curricular activities. All teacher candidates pursuing a K-12 teaching endorsement are expected to fulfill this requirement while interning in either a middle school, junior high school, or high school setting.

A separate reflection that includes the names and dates about the activity should be submitted to the University Coordinator for each activity. Suggested topics to reflect upon in each report include:

- how the students:
 - interacted with each other
 - interacted differently than in the classroom
 - interacted with teachers and other adults, including you
 - participated in the activity (different roles)
- how the activity was better or worse than the classroom environment
- the variety of ways the students engaged in the activity
- how your participation in the activity might be used to relate better to the students in your classes

Checklist for Specific Internship Tasks

The following is a checklist for referral throughout the internship. Depending on the length of the internship, the intern will need to compress all of the following into his/her shorter schedule. While the list is not all-inclusive of the many responsibilities interns have, it should serve as a reminder for certain key areas.

ALL INTERNS ARE EXPECTED TO COMPLETE EACH OF THE FOLLOWING TASKS

Before the Internship

- Read the certification handbook and other material provided by the university.
- Prepare the lesson plan notebook.

During the First Week of the Internship

- Be available for an appointment with the university coordinator and the mentor teacher to discuss internship procedures, the assumption of responsibilities, and to arrange a tentative teaching schedule.
- Obtain the home phone numbers of the mentor teacher and the university coordinator.
- Collect the school phone numbers, school calendar, class schedules, and room locations. Be sure to give copies to the university coordinator.
- Begin placing all materials collected and written in the lesson plan notebook.
- Request a work area and place to keep the lesson plan notebook, teaching materials, and personal belongings.
- Scan student texts and supplementary materials used in the classroom. If possible, obtain copies of texts and teacher's manual for the class(es).
- Make a seating chart and learn students' names.
- Begin assuming routine, on-going responsibilities under the direction of the mentor teacher.
- Seek a mutually convenient regular conference time with the mentor teacher for:
 - general planning
 - evaluation of lessons
 - sharing ideas
 - problem solving
 - support and encouragement
- Become familiar with the school's physical layout and facilities.

- Locate the faculty workrooms, restrooms, and lunchrooms.
- Begin to explore various support services that are available on campus, such as:
 - The library and/or media center
 - Types of technology and services available (computers, video equipment, etc.), curriculum materials request process, book and equipment check-out procedures
 - Support personnel: office assistants, nurse, custodian, psychologist
 - Special education and/or other academic support personnel
 - District materials resources center
 - District administrative office
- Continue efforts to meet other school personnel.
- Inquire about:
 - School policy handbook
 - Standard rules for student behavior and building discipline procedures
 - Faculty meetings schedule
 - Schedule for future evening or weekend events such as curriculum night, open house, camp experience, extracurricular events, etc.
 - Determine radio/TV stations that broadcast changes in school hours or closure.
- Become familiar with school routines:
 - School hours and attendance procedures for faculty and students
 - Office procedures
 - Copy procedures
 - Mailboxes
 - Care of classroom and facilities
 - Telephone use

During the Initial Weeks of the Internship

- Continue school and classroom observations. Keep all records on classroom sessions observed in the lesson plan notebook.
- Take notes on classroom schedule and routines.
- Continue observing and identifying individual characteristics, strengths, and needs of the students.
- Complete a written Course Overview for each lesson preparation to be taught (all MAT and ARC interns, and those undergraduate/post-baccalaureate interns pursuing a secondary or K-12 teaching endorsement).
- Complete the six extra-curricular activities and reflection reports according to the minimum guidelines above.

Throughout the Internship

- Continue assuming teaching responsibilities according to the co-teaching schedule that was determined with the mentor teacher and the university coordinator.
- Keep unit plans and lesson plans up to date for each class as responsibility is assumed for the class.
- Seek regular conferences with the mentor teacher.
- Self-evaluate lesson plans, performances, and interpersonal skills on a regular basis.
- Submit *Showcase Lesson Plans* as requested/organized by the mentor teacher and university coordinator.
- Use the short lesson plan format and/or a weekly lesson plan format based on conferencing with the university coordinator and the mentor teacher. Final decision to use the abbreviated format rests with the university coordinator.

While Soloing

- Continue items listed above.
- Keep unit plans and lesson plans up to date for each class taught.
- Use short lesson plan format and/or a weekly lesson plan format based on conferencing with the university coordinator and the mentor teacher.
- Review previous evaluation information for purpose of improvement.
- Maintain contact and submit any required documentation with the university coordinator on a regular basis in order to get his/her approval of progress. All of the items on this checklist must be completed in order to satisfactorily complete the internship.
- Keep a list of major accomplishments, teaching strengths, and areas needing improvement.

Mid-Term Evaluation

- Prepare for mid-term formal showcase lesson evaluation by reviewing *Pedagogy Performance Assessment (PPA)* tools and the standards for teacher certification. Self-evaluate with pencil notations on the evaluation form on scale of 1-4.
- Participate in mid-term conference.
- Set and record goals for the remainder of the internship.

Final Evaluation

- Prepare for the final formal showcase lesson evaluation by reviewing *Pedagogy Performance Assessment* tools and the standards for teacher certification. Self-evaluate with pencil notations on the evaluation form on scale of 1-4.
- Participate in final conference.

- Draft a written summary of teaching strengths and significant contributions and experiences. Cite specific examples of how the strengths were demonstrated and include a list of special responsibilities taken (e.g. camp experience, extra days in the internship beyond schedule, etc.)
- Complete the “Internship Requirements Checklist”.
- Submit four completed classroom observations (for undergraduate and post-baccalaureate secondary, K-12, and MAT interns) to the university coordinator. ARC interns need to submit six completed classroom observations.
- Submit six completed extra-curricular activities reflection reports (for undergraduate and post-baccalaureate secondary, K-12, MAT and ARC interns).

THE MENTOR TEACHER – ROLES AND RESPONSIBILITIES

The mentor teacher has been selected by school and university administrators to work with an intern because of an established record of successful teaching experience and a willingness to work with a beginning teacher. A special dedication to the teaching profession has been recognized in the mentor teacher as well as a willingness to share responsibility and recognition with a beginner. To be selected to work with a student intern, mentor teachers will:

- Possess a valid Washington teacher certificate.
- Have a record of a minimum of three years of successful full-time teaching experience at the current level or subject area.
- Possess teaching skills that qualify the teacher to be a suitable model for an intern.
- Possess classroom management skills that qualify the teacher to be a suitable model for an intern.
- Posses interpersonal and communication skills evidenced in positive working relationships with others in the school.
- Have the desire to work with a beginning teacher.
- Be willing to invest time and effort for positive growth and development of another teacher.
- Understand that teaching competence develops over a period of time as the beginner gains experience and confidence.
- Be willing to give the intern gradually increasing teaching and management responsibilities.
- Be willing to share with the intern both responsibility and recognition for accomplishment.

For the intern's success to be optimum, the mentor teacher needs to be able to balance support for the intern with enough freedom so that independence is possible. The amount of support and assistance, while abundant at first, should be gradually decreased as the intern gains experience and confidence. The mentor teacher serves as the teaching model for the intern. In this capacity, the mentor teacher becomes the intern's closest advisor.

Before the intern's arrival, certain preparations can be made by the mentor teacher to establish an atmosphere in which the intern can learn and grow professionally.

Preparing the Class. A discussion with the students will help prepare them for the intern's arrival. It is important that the students understand that this person is a teacher in a certification program at a local university who will be working with the class for a certain period of time and who is to be given as much respect as any other teacher. It is helpful to emphasize the team teaching that will be possible with another teacher in the classroom. The additional teacher can provide more help for individuals in the class and enriched educational opportunities.

Preparing for Early Conferences. Both the mentor teacher and the intern must have a clear understanding of the intern's role and responsibilities, and of the co-teaching process. Attention should be given to the building procedures, schedule, and classroom routines in an early

orientation. A folder of these items as well as a school policy handbook will facilitate the intern's initial understanding of policies and procedures.

The mentor teacher should provide a place in the classroom for the intern to keep books, supplies, and other teaching materials. If possible, another teacher's desk should be provided as this not only helps classroom organization, but also communicates to the students that another teacher will be working with them.

Considering the Parents. The parents should be informed that an intern will be participating in the school's instructional program. A newsletter could accomplish the purpose of announcing the arrival of the intern and communicate the values of having the intern such as:

- Providing additional individual assistance to students
- Allowing more small group instruction
- Reducing student-teacher ratio
- Bringing new ideas to the classroom
- Affording team teaching opportunities

It is important that the parents understand that the intern works under close supervision of the mentor teacher and a qualified university coordinator. The mentor teacher may want to ask the intern to write a paragraph or so of introduction for inclusion in a newsletter.

Specific Mentor Responsibilities

Some specific responsibilities for the mentor teacher include the following:

1. Sharing information and materials.
2. Explaining to the intern the steps involved in the organization of the classroom at the beginning of the school year. This includes the rules and procedures, how these were determined, and how they are maintained.
3. Providing routine tasks for the intern during the first weeks (such as taking attendance, doing the introduction of a lesson, working with individuals during practice times, etc.). These will enable the intern to become better acquainted with the students and classroom procedures, and can provide opportunities for early success.
4. Conferring with the intern on a daily basis to plan the teaching schedule.
5. Providing guidance for teaching assignments including content and techniques.
6. Allowing the intern to try some methods and techniques gained from other sources as the intern becomes more confident and secure.
7. Previewing, suggesting revisions, and initialing the intern's lesson plans so that they meet the mentor's approval prior to the actual teaching. Once the intern has demonstrated sufficient proficiency in written lesson plan preparation, the mentor teacher and the university coordinator will jointly give permission for shortening the lesson plan writing procedure.
8. Giving constructive criticism with concrete, specific suggestions for improvement as well as commendation. Written suggestions are encouraged and may be written on a triplicate form provided by the university.

9. Evaluating through frequent informal conferences with the intern and periodical formal conferences, including the mid-term and final conferences, with the university coordinator and intern.
10. Assisting the intern in arranging visits to other classrooms. Normally, these should take place during the first few weeks of the internship.

Suggested Checklist for the Mentor Teacher

Because of differences in schools, teachers, and students, each internship setting provides a unique set of experiences. To ensure the best possible experiences for the intern and to reduce misunderstandings and problems, the following suggestions and preparations may be helpful to the mentor teacher in planning for and working with the intern. These can help establish an atmosphere in which the intern can learn and grow professionally.

Before the intern arrives, the mentor teacher should:

- Be ready to accept a beginning teacher in the room who will be sharing the challenges of teaching as well as some of the rewards.
- Read the Mentor Teacher Handbook and other material provided by the university.
- Clarify his/her understanding and expectations of the intern's role and responsibilities. It is important to share this with the intern so that he/she can come to understand such things as the mentor's working style, how the intern is to fit into the program, and such specific expectations as when lesson plans should be submitted for perusal.

During the first week of the internship the mentor teacher should:

- Explain the school mission, philosophy, objectives, and other special features.
- Find out about the intern's interests and strengths so that the mentor teacher can draw upon them and help build the intern's positive image from the students' perspective.
- Provide a secure place in the classroom for the intern to keep books, supplies, other teaching materials, and personal belongings. Perhaps an additional teacher's desk or table could be provided as this not only helps classroom organization, but also communicates to the students that another teacher will be working with them.
- Gather a set of textbooks that the intern will be using, including teacher manuals when these are available.
- Share his/her schedule, including special subjects/classes or programs that he/she will teach.
- Spend some time discussing building procedures, schedule, and classroom routines. A folder of these items as well as a school policy handbook will facilitate the intern's initial understanding of policies and procedures. This folder could include:
 - Arrival and departure times for teachers and students.
 - Acceptable student behavior expectations for outside of the classroom.

- Bus regulations and duties.
- Hall duty, lunchroom duty, noon duty, etc.
- Office routine, copying procedures, mailboxes, etc.
- Routine duties within the classroom:
 - Standard rules governing student behavior and behavior management procedures
 - Attendance procedures
 - Use and care of the whiteboards/chalkboards and audiovisual equipment
 - Straightening furniture and placing chairs in proper place at dismissal time
 - Preparing the room for the next day
- Explain any staff-specific policies: when and where faculty meetings are held; the policy for coffee and providing treats in the teachers' room; the policy for using the school telephone for personal or school business.
- Give a guided tour of the school including the lunchroom, restroom, teachers' room and other available facilities.
- Show the intern where technology and audio-visual equipment is found. Inform the intern how items can be obtained and any regulations for use.
- Introduce the intern to teachers in neighboring rooms.
- Introduce the Special Education teaching staff.
- Introduce special consultants and other school personnel: secretary and other office staff, custodians, school nurse, PE teacher, music teacher and others.
- Introduce the intern to the librarian and ask the librarian to give the intern an orientation to the library.
- Give the intern a seating chart.
- Arrange a specific time for a more formal, weekly conference with the intern.

When the intern initially meets the students, the mentor teacher should:

- Introduce the intern in a way that will enhance his/her status. For example: "This is Miss Smith who will be our second teacher (or co-teacher) this term. She has had experiences that will be of special help in our work. We're glad she is going to be with us."
- Encourage the intern to look for certain characteristics in students: responsiveness, reticence, attentiveness, etc.
- Encourage the intern to associate names with faces as quickly as possible (nametags may be helpful, or a detailed seating chart would help the intern).
- Invite the intern to participate actively, assisting individuals and working with the teacher.

To help make the teaching experiences more successful, the mentor teacher is expected to:

- Set high standards and expect the intern to meet them.

- Preview all of the intern's lesson plans and insist that he/she submit them at least one day before a particular lesson is taught. Out of preference, ask the intern to submit plans for the forthcoming week on Thursday or Friday of each week.
 - The mentor teacher should sign his/her initials on the intern's lesson plans to indicate approval prior to the actual teaching. The intern will be asked to share these initialed plans with the university coordinator.
- Determine if the intern's record keeping procedures for students' assessments and grades are adequate and organized. Make suggestions that will improve the intern's planning and record keeping.
- Evaluate the intern's teaching performance for strengths and weaknesses and assist the intern in self-evaluation.
- Let the intern assume additional responsibilities gradually.
- Realize that beginners make mistakes and help the intern accept responsibility for mistakes that are made as a beginning teacher.
- Refrain from criticizing the intern in front of the students, and if possible, refrain from interrupting the intern's lesson.
- Give suggestions for improvement in private conferences.
- Expect the intern to attend all professional meetings that are required of the teacher.
- Provide guidance so that the intern develops good personal relationships with administrators, coworkers, parents and students.
- Build the intern's self-confidence through sincere positive, specific reinforcement of his or her developing skills.

Throughout the internship the mentor teacher is expected to:

- Give the intern a sense of responsibility (ownership) for the classroom, possibly by assigning on-going routine tasks, or by asking for suggestions on certain aspects of the physical environment.
- Give the intern the opportunity to practice writing on the whiteboard/chalkboard and overhead transparencies.
- Allow the intern to evaluate sets of papers and keep appropriate records.
- Provide frequent and regular informal feedback on the intern's progress with specific information on strengths and needs.
- Participate with the university coordinator and the intern in a mid-term and final evaluation conference.
- Write a letter of recommendation for the intern's placement file using school or district letterhead. Mentor teachers are expected to give their letter in a sealed envelope to the university coordinator at the final evaluation conference.

THE UNIVERSITY COORDINATOR – ROLE AND RESPONSIBILITIES

The Role of the University Coordinator as Teaching Faculty

Many of the concepts essential to a quality teacher education experience cannot be taught well in the university classroom. Limitations include time, individual student needs, lack of a “realistic” environment, teacher candidate readiness, and level of need. In addition, because of the developmental nature of the teacher education program, continued contact with Seattle Pacific University faculty is essential.

The university coordinator is the link between the university program and the field experience. The university coordinator serves to endorse the gradual movement from form to function, the expansion of the range of strategies, and the attempt to move to technical competence – beyond mere competence to professional artistry. Throughout the internship, the university coordinator can help the teacher candidate address unanticipated concerns and monitor emotional as well as professional progress. As such, the coordinator is an instructor, advisor, and evaluator for the teacher candidate, and a resource and support person for the mentor teacher.

General responsibilities that are expected to be met by the university coordinator include:

- Be thoroughly familiar with all parts of the *Residency Teacher Certification Handbook*.
- Provide an orientation session for the internship during Block II.
- Conduct a seminar with the teacher candidate and the mentor teacher on co-teaching at the beginning of the fulltime internship.
- When special problems arise, facilitate the resolution of problems that may involve conferences with the mentor teacher or other appropriate people. Assist in planning the conference and in summarizing the results.
- Observe teacher candidate performance and provide feedback to teacher candidate and the mentor teacher.
- Conduct two seminars during the internship that you are required to attend.
- Complete the Performance-Based Pedagogy Assessment for Teacher Candidates.
- Confer with the mentor teacher (and building administrator as deemed necessary) concerning the teacher candidate assignment, policy decisions that affect both the university and the school, and any problems that may arise.
- Conduct orientation sessions with mentor teachers and principals who are new to the internship program.
- Confer on a regular basis with the teacher candidate and the mentor teacher in regard to scheduling, implementing, and evaluating the teacher candidate’s experience.
- Visit the classroom regularly and communicate with the teacher candidate and mentor teacher about such visits. The communication may be in the form of a conference or written comments. Written comments are made in triplicate (one copy each for the teacher candidate, mentor teacher, and university coordinator).
- Provide advice and assistance to the teacher candidate and cooperating teacher as needed.
- Report regularly on the teacher candidate’s progress and areas of concern to the relevant teacher education program chair.
- Determine the final grade for the internship in consultation with the mentor teacher.

End-of-Internship Procedures for the University Coordinator

During the final 1 - 2 weeks of the internship, the university coordinator should:

- Arrange a formal evaluation conference with the teacher candidate and the mentor teacher.
- Administer the *Pedagogy Performance Assessment* and *Dispositions Assessment*.
- Complete a letter of reference for the teacher candidate. Guidelines for the letter of reference are provided in the Mentor section above.
- Submit the teacher candidate's folder to the Placement Office. This folder is to include the following:
 - Final internship grade. The appropriate teacher education program director will enter this grade on the teacher candidate's transcript.
 - Original letters of reference (both the mentor's and the coordinator's letters).
 - *Pedagogy Performance Assessment* results (computer-generated form)
 - Final *Dispositions Assessment* results.

The following pages summarize internship requirements for teacher candidates, mentors and University Coordinators by program.

UNDERGRADUATE / POST-BACCALAUREATE INTERNSHIP
REQUIREMENTS CHECKSHEET

DESCRIPTION	RECOMMENDED COMPLETION		COORDINATOR INITIALS	COMPLETED ✓
	Fall / Winter	Winter / Spring		
Lesson Plan Notebook Set up	October	January		
Yearly Course Overview for classes	October	January		
Classroom Management Plan	October	January		
Classroom and Student Characteristics	October	January		
Unit Plan Overview #1	October	January		
Teacher Observation Reflection #1	October	January		
Teacher Observation Reflection #2	November	February		
Teacher Observation Reflection #3	December	March		
Extra-curricular Activity Reflection #1	October	January		
Extra-curricular Activity Reflection #2	November	February		
Extra-curricular Activity Reflection #3	December	March		
Weekly Reflection – Blog post #1	Week 1	Week 1		
Weekly Reflection – Blog post #2	Week 2	Week 2		
Weekly Reflection – Blog post #3	Week 3	Week 3		
Weekly Reflection – Blog post #4	Week 4	Week 4		
Weekly Reflection – Blog post #5	Week 5	Week 5		
Weekly Reflection – Blog post #6	Week 5	Week 5		
Weekly Reflection – Blog post #7	Week 7	Week 7		
Weekly Reflection – Blog post #8-20	Weeks 8-20	Weeks 8-20		

Co-Teaching Strategies	One Teach One Observe (lead)	October	January		
	One Teach One Observe (observe)	October	January		
	One Teach One Drift (lead)	October	January		
	One Teach One Drift (drift)	October	January		
	Station Teaching	November	February		
	Parallel Teaching	November	February		
	Supplemental Teaching	December	March		
	Alternative Teaching	January	April		
	Team Teaching	January	April		
	Soloing	February	May		
Video(s) for evidence of student learning	January-March	April-June			
Unit Plan Overview #2	January	April			
Long form Lesson Plans	October-December	January - March			
Short form	January-March	April-June			
Showcase Lesson	December	March			
Original Visual Aid (power point)	January February	April May			
Videotape Classroom Lesson	February	May			
Showcase Lesson	March	June			
Mentor-Coordinator Disposition Assessment	March	June			
Final Reflection – Integrated blog post	March	June			

MAT INTERNSHIP REQUIREMENTS CHECKSHEET

DESCRIPTION	RECOMMENDED COMPLETION	COMPLETED ✓
Lesson Plan Notebook Set up	March Week 1	
Yearly Course Overview for classes	March	
Classroom Management Plan	March Week 2	
Unit Plan Overview #1	March	
Teacher Observation Reflection #1	March	
Teacher Observation Reflection #2	April	
Teacher Observation Reflection #3	May	
Classroom and Student Characteristics	March	
Extra-curricular Activity Reflection #1	March	
Extra-curricular Activity Reflection #2	April	
Extra-curricular Activity Reflection #3	May	
Weekly Reflection – Blog post #1	Week 1	
Weekly Reflection – Blog post #2	Week 2	
Weekly Reflection – Blog post #3	Week 3	
Weekly Reflection – Blog post #4	Week 4	
Weekly Reflection – Blog post #5	Week 5	
Weekly Reflection – Blog post #6	Week 6	
Weekly Reflection – Blog post #7	Week 7	
Weekly Reflection – Blog post #8 -14	Weeks 8 - 14	

Co-Teaching Strategies	One Teach One Observe (lead)	March	
	One Teach One Observe (observe)	March	
	One Teach One Drift (lead)	March	
	One Teach One Drift (drift)	March	
	Station Teaching	April	
	Parallel Teaching	April	
	Supplemental Teaching	April	
	Alternative Teaching	May	
	Team Teaching	May	
	Soloing	May	
Long Form Lesson Plans	March – mid-April		
Unit Plan Overview #2	Mid-April		
Short Form Lesson Plans	Mid-April – June		
Video(s) for evidence of student learning	April - May		
Showcase Lesson	Mid-April		
Original Visual Aid (power point)	May		
Videotape Classroom Lesson	May		
Showcase Lesson	June		
Mentor-Coordinator Disposition Assessment	June		
Final Reflection – Integrated blog post	June		

ARC INTERNSHIP REQUIREMENTS CHECKSHEET

DESCRIPTION	RECOMMENDED COMPLETION	COMPLETED ✓
Lesson Plan Notebook set up	September	
Yearly Course Overview for classes	Mid-September	
Classroom Management Plan	Mid-September	
Teacher Observation Reflection #1	September	
Teacher Observation Reflection #2	September	
Teacher Observation Reflection #3	September	
Classroom and Student Characteristics	September	
Unit Plan Overview #1	October	
Extra-curricular Activity Reflection #1	December	
Extra-curricular Activity Reflection #2	December	
Extra-curricular Activity Reflection #3	December	
Weekly Reflection – Blog post #1	Week 1	
Weekly Reflection – Blog post #2	Week 2	
Weekly Reflection – Blog post #3	Week 3	
Weekly Reflection – Blog post #4	Week 4	
Weekly Reflection – Blog post #5	Week 5	
Weekly Reflection – Blog post #6	Week 6	
Weekly Reflection – Blog post #7	Week 7	
Weekly Reflection – Blog post #8-#30	Weeks 8-30	
Long Form Lesson Plans	October-December	
Video(s) for evidence of student learning	December - May	

Co-Teaching Strategies	One Teach One Observe (lead)	October	
	One Teach One Observe (observe)	October	
	One Teach One Drift (lead)	November	
	One Teach One Drift (drift)	November	
	Station Teaching	January	
	Parallel Teaching	January	
	Supplemental Teaching	February	
	Alternative Teaching	February	
	Team Teaching	March	
	Soloing	April/May	
Showcase Lesson	December-January		
Unit Plan Overview #2	January		
Short Form Lesson Plans	January - June		
Original Visual Aid (power point)	February-March		
Videotape Classroom Lesson	February-March		
Teacher Observation Reflection #4	End of May		
Teacher Observation Reflection #5	End of May		
Teacher Observation Reflection #6	End of May		
Extra-curricular Activity Reflection #4	End of May		
Extra-curricular Activity Reflection #5	End of May		
Extra-curricular Activity Reflection #6	End of May		
Showcase Lesson	End of May		
Mentor-Coordinator Disposition Assessment	April - June		
Final Reflection – Integrated blog post	June		

Evaluation



CO-TEACHING: AN INTERNSHIP MODEL FOR SPU TEACHER-CANDIDATES

Introduction

The student-teaching experience has long been the highlight of the teacher preparation program. It is the time of apprenticeship and being mentored by strong, experienced classroom teachers for preparation of the teacher-candidate to have their own classroom. Past practices during the student-teaching experience have focused on the teacher-candidate spending their initial weeks in silent observation and gradually assuming the role of teaching until they solo for the last weeks of their experience. While the length and expectations of student-teaching vary widely across programs, the traditional model has not changed significantly since the 1920's (Guyton, 1990).

As there is a continued move toward accountability in education, it is critical that we prepare tomorrow's teachers with the best training for their increasingly diverse classrooms. Highly effective teachers in today's classroom find it advantageous to collaborate with other classroom teachers, paraprofessionals, parent volunteers, special educators and community members to meet the academic needs of their students (Brownell, 2002).

Background and History

There are a variety of definitions for co-teaching. One definition is "two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space" (Cook & Friend, 1995). The one that will be used for the purposes of this paper is "two teachers (a cooperating teacher and a teacher-candidate) working together in a classroom with group of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space" (Bacharach, Heck, & Dahlberg, 2006).

The history of co-teaching in U.S. Schools can be traced back to the 1960's, when it was popularized as an example of progressive education. In the 1970's, co-teaching was advanced by legislated school reforms and the need to modify instruction for a more diverse student population. By the 1990's, studies of the effectiveness of school-based collaborative activities, with co-teaching as one model, appeared in the research and practice literature. Benefits included improved academic and social skills of low-achieving students, improved attitudes and self-concepts reported by students with disabilities and more positive peer relationships. The most frequently mentioned drawback was the lack of staff development about co-teaching.

Federal legislative changes, such as those required by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (Pub. L. No. 108-446) and the No Child Left Behind Act of 2001 (NCLB: Pub. L. No. 107-110), have focused attention on students with increasingly diverse learning characteristics achieving high academic performance in general education.

Changing legal requirements and student demographics combine to point the need for increased collaborative planning and teaching among school personnel who are attempting to comply with the legal mandates of IDEA. As for the NCLB, the requirements for high standards and student performance are intended to foster conditions that lead to better instruction and learning, equality of opportunity to

learn, and excellence in performance for all children. A promising NLCB requirement is for all teachers to meet the standards that would certify them as highly qualified. This means that they can demonstrate subject matter competence in every subject area they teach.

The model of co-teaching incorporating strategies defined by Cook and Friend (1995) was developed in response to parental complaints that their children were being taught too often and too long by inexperienced teacher-candidates and not enough by experienced teachers. Teachers complained that they had to give up their classrooms to teacher-candidates too much and too often. After incorporating co-teaching in classrooms in Kansas State, the report was that parents began to request their children be placed in classes that used the co-teaching model rather than the traditional model and more mentor teachers began to request teacher candidates every quarter.

Co-Teaching in Practice

In many traditional student teaching models the cooperating teacher and teacher-candidate have little opportunity to build a relationship before beginning their work together. Teacher-candidates usually observe (often in the back of the room) for a period of time, eventually taking over a variety of tasks or portions of lessons. They often create lessons in isolation and expect feedback immediately before and after they are taught. At some point in the student teaching experience the mentor teachers leaves the classroom and the teacher candidate is left to take full charge.

In contrast to the traditional model, mentor teachers and teacher-candidates are brought together to get to know each other and to begin a professional teaching relationship. They both receive instruction in co-teaching, collaboration and communication. “Expecting a preservice teacher to learn about collaboration simply by being together in schools is not enough; proximity is a necessary but insufficient condition for collaboration” (Brownell, 2002).

With co-teaching, the teacher-candidates typically become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teaching-candidate being seen by students as a “real teacher” from the beginning of the experience. The co-planning process is designed for the teacher-candidate to hear and discuss the thoughts and strategies that are used in lesson planning by their mentor teacher. As the experience continues, a shift in the roles happens slowly, with the teacher-candidate taking more responsibility for the planning and teaching lessons. There is still time to “solo” and be in the classroom alone, fully in charge.

The most effective use of co-teaching comes when the teacher-candidate and mentor teacher determine which lessons lend themselves to this style of teaching and plan accordingly. The co-teaching strategies do not need to be used on every lesson. Below are listed the strategies that can be used by both the mentor teacher and the teacher-candidate in planning lessons.

Co-Teaching Strategies

1. *One Teach, One Observe* – The key is to focus the observation where the teacher doing the observation is observing specific behaviors. It is important to remember that either the mentor teacher or the teacher candidate could take either role.
2. *One Teach, One Assist* – This is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

3. *Station Teaching* – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
4. *Parallel Teaching* – Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies.
5. *Supplemental Teaching*- This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.
6. *Alternative (differentiated) Teaching* - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; how the avenue for getting there is different.
7. *Team Teaching* – Well-planned team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.
8. *Soloing* – The teacher-candidate plans and teaches the whole experience for the students. The mentor teacher could leave the room at this time. There is no prescribed time for this.

Research Findings

What are some of the benefits of co-teaching? Schwab Learning (Schwab Learning, 2003) studied the impact of collaborative partnerships and co-teaching. In 16 California schools, staff members and parents made a commitment that (1) every child would learn and be successful and (2) every teacher would be responsible for every learner. Teachers, administrators and support staff creatively arranged for every student to receive blended services from a Title 1 teacher, reading specialist, special educators, and paraprofessionals. Results included decreased referrals to intensive special education services, increased overall student achievement, fewer disruptive problems, less paperwork; increased number of students qualified for gifted and talented education and decreased referrals for behavior problems. Teachers reported being happier and less isolated (Villa, Nevin, & Liston, 2005).

Co-teaching is effective for students with a variety of instructional needs, including English language Learners (Mahoney, 1997), those with hearing impairments (Compton, Stratton, Maier, Meyers, Scott, & Tomlinson, 1998), those with learning disabilities (Rice & Zigmond, 2000), and students in language remediation classes (Miller, Valasky, & Molloy, 1998).

St. Cloud University expanded the model used by Kansas State University, and implemented co-teaching in 2001-2002 with the training of over 200 mentor teachers to use co-teaching with their teacher candidates during their student teaching experience (Bacharach, Heck, & Dahlberg, 2006). Their research study showed positive gains in the areas of reading and math. One interesting finding was that co-teaching showed a stronger positive effect for students on free/reduced lunch. Although all students benefited from the effects of co-teaching, this one particular group benefited more.

In using the co-teaching model there are many benefits for schools. Co-teaching while student teaching provides two professionally prepared adults in the classroom for greater periods of time than a traditional model. The reduction of student-to-staff ratio allows children a greater opportunity to get help when they need it. With current budget restraints this can be a selling point for this model. There is the academic benefit for student gains as well as gains for the teacher-candidates (Bacharach, Heck, & Dahlberg, 2006).

Summary

Co-teaching in the mainstream classroom is a fairly new phenomenon. Research is showing gains in both academic and emotional ways for students in the classrooms, teacher-candidates and also mentor teachers. Parents and administrators embrace the extra professional help for students as well as supporting the training of new teacher-candidates for service in the teaching profession.

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EVALUATION

Evaluation is an integral element throughout the residency certification process. This includes the teaching internship and extends to professional development. Internship-related evaluations include informal conferences, lesson analyses, self-evaluations and formal evaluations. By fulfilling their evaluation responsibilities, the teacher candidate, mentor teacher and university coordinator develop the necessary feedback and support to help guide the teacher candidate's development as a pre-service teacher.

Informal Conferences

Regular, informal conferences are formative, evaluative opportunities that provide the teacher candidate with information on strengths and areas needing improvement in teaching, classroom management, and interpersonal skills. The intent of the formative evaluations and conferences is to provide feedback and support, not to produce grades. Informal conferences also serve as a time to reinforce strengths exhibited by the teacher candidate or to discuss observation assignments that will increase the teacher candidate's understanding of the school program, regulations, schedules, and classroom behavior expectations.

Informal conferences take place between the mentor teacher and teacher candidate. These conferences provide an opportunity to answer questions, solve problems, and share constructive criticism. Regular conferences are also held between the university coordinator and the teacher candidate. The university coordinator observes, takes notes, and often discusses the observations with the teacher candidate. At times when the conference is not held, observation notes are left with the teacher candidate along with an additional copy for the mentor teacher.

It is expected that the teacher candidate will take an active role in the informal conferences by providing insightful self-evaluative information and by asking questions. It is helpful for the teacher candidate to keep an on-going list of questions and information to be discussed with the mentor teacher and coordinator for future conferences.

Lesson Analysis

The university coordinator regularly observes and provides feedback in the form of narrative comments and conferences. The mentor teacher is encouraged to provide written as well as oral feedback on lessons. The coordinator and/or the mentor teacher can observe lessons and provide feedback by using the forms provided in the final section of the handbook.

Self-Evaluation

The teacher candidate is expected to reflect on growth and progress on a regular basis through the self-evaluation of lesson plans and in responses to evaluation questions. Other forms of self-evaluation, such as video-taping, may be required. Teacher candidates are to post all self-evaluations on their bPortfolio.

Lesson Plan Self-Evaluation. These questions are for use during the first half of the internship. At the end of each lesson, the teacher candidate is to reflect on the experience and write a paragraph answering each question. These responses are to be made available to the university coordinator on the Teacher Candidate's bPortfolio.

1. What were the strengths of the lesson (presentation, motivation strategies, student involvement, activities, assignments, etc.)?
2. Were you able to make a positive impact on student learning? How do you know?
3. How effective were your informal and formal assessment procedures for the lesson?
4. As a result of this lesson, which students will need extra help or accelerated learning? How will you provide it?
5. What behavior management strategies or systems did you employ to keep the students' focused on learning (proximity, mobility, non-verbal signals, verbal cautions, directions, questions/assistance, etc.)?
6. How will you change or improve your teaching performance for the next lesson? What is the next step in instruction?

Weekly Self-Evaluation. These questions are for use during the second half of the internship and replace the lesson plan self-evaluations. At the end of each week the teacher candidate is to reflect on the experiences of the week and write a paragraph answering each question. These responses are to be made available to the university coordinator at each visit.

1. What were your greatest successes of the past week and what factors contributed to them?
2. What gave you the greatest concern this past week? **Or** What has been a continuing concern?
3. What is your plan or next step(s) to improve and/or solve the problem?
4. Are there any other comments or questions?

ARC teacher candidates are expected to submit weekly self-evaluations by email to their university coordinators throughout their internship.

Formal Evaluation

Formal evaluation conferences are held a minimum of two times during the internship period. For teacher candidates whose specialization necessitates a change of assignment for the second quarter (e.g. Music, Health & Fitness) or third quarter (Special Education), a minimum of two formal evaluation conferences will be held in each setting. The university coordinator, mentor teacher, teacher candidate, or school principal may request additional formal evaluation conferences. The university coordinator, mentor teacher, and the teacher candidate will mutually schedule conference dates. If desired, the building administrator may also participate in the conference.

The evaluation is accomplished in a three-way conference involving the mentor teacher, the university coordinator, and the teacher candidate. It is facilitated by the university coordinator. All participants will reference the Pedagogy Performance Assessment in the evaluation.

The purpose of the mid-term conference is to establish areas of strength and identify areas needing improvement during the remaining time of internship. The purpose of the final evaluation is to complete the rating to be included in the teacher candidate's permanent teaching credentials.

Draft Professional Development Plan

The *Draft Professional Development Plan* is based on the Washington State Professional Teaching Certificate. The professional certificate requires successful demonstration of three standards (effective teaching, professional development, and professional contributions) and 12 criteria, pursuant to WAC 181-78A-540.

When you prepare for the professional certificate, you will be asked to document evidence that you have met each standard. Wherever appropriate, you will need to provide evidence that your teaching has had a positive impact on student learning as defined in WAC 181-78A-010(8).

WAC 181-78A-010(8) Definition of terms - “Positive Impact on Student Learning”

"A positive impact on student learning" means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements.

As an exit requirement each teacher candidate is asked to submit a Draft Professional Development Plan. Templates for this process are available on the School of Education website and in the “Forms” section of this handbook.

Internship Grading Policy

The university coordinator is responsible for submitting the results of the final evaluation to the relevant teacher education program chair. A grade of “N” that is given at the end of an internship quarter indicates that the internship experience is continuing and dependent upon additional work. This mark indicates that the progress is satisfactory, but carries with it no credit or grade until the entire internship is completed.

To proceed to subsequent quarters of internship, the teacher candidate must:

1. Have a satisfactory rating on the *Pedagogy Performance Assessment*, with no rating below 3.0 on any category.
2. Be recommended by the mentor teacher and/or the university coordinator to continue.

At the end of the experience, grades are assigned for the entire internship. The grade assignment is the responsibility of the university coordinator. To be recommended for certification, the intern must earn at least a **B-** grade.

For final grade decision, the following grading system applies:

3.8 – 4.0 = A	3.4 – 3.5 = B+	3.0 – 3.1 = B-
3.6 – 3.7 = A-	3.2 – 3.3 = B	

On the final evaluation if any mark is below 3.0 the intern will **not** earn a certifying grade.

Additional time and successful experiences in any category involved will be required in order to raise the evaluation to a level necessary for certification recommendation.

DISPOSITION ASSESSMENT

Dispositions are beliefs, values, commitments, or ethics that are held internally and demonstrated externally. Effective teachers possess a set of dispositions that guide their actions and behavior toward students, families, colleagues and the community, both inside and outside of the classroom.

The dispositions that are central to successfully completing a teacher education program at Seattle Pacific University are grounded in the School of Education Mission Statement:

*To prepare educators for **service and leadership** in schools, communities, the nation and the world by developing their professional **competence and character** through the framework of Christian faith and values.*

It is important to assess a teacher candidate's disposition towards teaching, as disposition becomes increasingly important for the development of collaboration skills, for positively impacting student learning, and for other professional behaviors. Unless teacher candidates demonstrate the dispositions that are necessary for teaching, they will not be recommended for certification. For this reason, concerns need to be identified early and problems need to be resolved as soon as possible. All teacher candidates will be evaluated on the following disposition indicators.

Service

Caring and Nurturing. A caring/sensitive teacher candidate is culturally responsive and honors/incorporates diversity. The candidate demonstrates empathy, caring, and compassion toward others and self, and can demonstrate the ability to effectively listen for both content and feeling, encourage and assist others in coming up with their own best solutions to problems. The candidate can simply be with, listen to, and be compassionate toward others who are in crisis without having to solve problems. The candidate sees the beauty, dignity, worth, and uniqueness of others and tries to help each persona see this in themselves and others.

Examples of a teacher candidate who is a caring/sensitive nurturer:

- Encourages diversity and is culturally responsive – Incorporates diversity and cultural differences.
- Demonstrates empathy, caring and compassion toward self and others – Empowers and empathizes with others.
- Demonstrates the ability to effectively listen for both content and feeling – Acknowledges, honors and reiterates content and feelings with reflective feedback.
- Encourages and assists others in coming up with their own best solutions to problems – Empowers others' choice and facilitates problem-solving efforts.
- Values and encourages the uniqueness of self and others – Demonstrates ability to see beauty, worth, dignity and uniqueness of self and others.
- Validates others' feelings and provides comfort – Demonstrates ability to compassionately listen to others who are in crisis, provide support and identify possible resources for coping.

Leadership

Professional Responsibility. Professional responsibility is essential for all teacher candidates. The responsibilities involve training and exhibiting behaviors, attitudes, and values in Knowledge (K), Skills (S), and Dispositions (D).

Examples of a teacher candidate who exhibits professional responsibility:

- Engages in professional improvements – Actively seeks professional opportunities; volunteers in educational activities.
- Exhibits professional behaviors – Professional appearance, punctual, strong work ethic.
- Respects self and others – Works together well with colleagues, works as a team.
- Exhibits effective communication – Effective reading, writing, listening, speaking skills.
- Exhibits effective planning – In control of life and education.
- Demonstrates ability to multitask – Consistently handles a multitude of tasks.

Competence

Positive Engagement. The positively engaged teacher candidate reflects an interest in the activity at hand and a desire to be involved in it. That involvement is designed to further the accomplishment of the goals of the activity.

Examples of a teacher candidate with positive engagement:

- Exhibits task-oriented communication – Consistently on topic, facilitates flow of conversation.
- Listens actively – Consistently makes eye contact; Paraphrases accurately; Never interrupts; Exhibits appropriate response to conversation and subject.
- Contributes to positive climate – Focus on agreements; Respects others; Facilitates resolution.
- Exhibits positive approach to problem solving – Consistently involved in the problem solving process; Consistently offers alternatives.
- Demonstrates flexibility – Consistently adapts to meet need; Weighs value of alternative points of view.

Character

Reflective Learner. The reflective learner employs two types of metacognitive processes: reflection-in-action and reflection-on-action. Reflection-in-action refers to the immediate recursive thoughts a person puts toward the action at hand and reflection-on-action is post-action reflection on the activity (Schon, 1997).

Examples of a teacher candidate who is a reflective learner:

- Incorporates feedback from multiple sources – Develops understanding and adapts accordingly.
- Exhibits intellectual curiosity, seeks learning opportunities – Examines practices and seeks models for improvement; Views life as a learning process, asks questions.
- Exhibits use of humor appropriate to the classroom – Effectively uses humor to promote learning and build classroom community; Able to laugh at self.

Ethical Character. A teacher candidate with ethical character will strive to protect the health, safety, and general welfare of students, be accountable for acts of unprofessional conduct, and

follow guidelines set forth by WAC 181-86. The terms “good, moral character and personal fitness” mean the character and personal fitness traits necessary to serve as a certificated employee in schools in the State of Washington, including the requisite traits to have contact with, to teach, and to perform the supervision of children

Examples of a teacher candidate with good ethical character:

- Exhibits honesty and integrity – Consistently demonstrates truthfulness, sincerity and integrity.
- Exhibits good moral character and personal fitness – Understands intent and abides by laws, standards and policies.
- Maintains confidentiality – Promotes confidentiality for students, families and others.
- Exhibits professional conduct in the educational setting – Actively supports the educational welfare or personal safety of students, teachers or other colleagues within the educational setting.

Disposition assessments are required at the following points of time during a teacher candidate’s residency certification program:

DISPOSITION ASSESSMENT SCHEDULE			
	Teacher Candidate	Mentor Teacher	University Coordinator
Undergraduate / Post-baccalaureate Program			
Foundations Quarter	X		
Methods Quarter		X	X
Internship Quarter(s)	X	X	X
Master of Arts in Teaching (MAT) Program			
EDU 6918 – <i>Introduction to Teaching</i>	X		
EDU 6989 – <i>Field Experience</i>		X <small>(To be assessed by the teacher candidate’s faculty advisor)</small>	X
EDU 6949 – <i>Internship</i>	X	X	X
Alternative Routes to Certification (ARC) Program			
EDU 6918 – <i>Introduction to Teaching</i>	X		
Spring Internship		X	X
EDU 6139 – <i>Leadership in Teaching</i>	X		

PERFORMANCE-BASED PEDAGOGY ASSESSMENT OF TEACHER CANDIDATES

The primary audience for the State of Washington “Performance-Based Pedagogy Assessment of Teacher Candidates” (PPA) includes teacher candidates, teacher education faculty, higher education faculty supervisors and PK-12 cooperating teachers of teacher candidate internships. Another audience with a close interest in this document includes PK-12 administrators, policy makers with state-wide responsibility for public education, and nongovernmental organizations that deliberate on issues pertaining to teacher quality.

The Washington Association of Colleges for Teacher Education (WACTE) and the Office of the Superintendent of Public Instruction (OSPI) collaborated in the design of the “Performance-Based Pedagogy Assessment of Teacher Candidates.” The instrument is based on the Washington Administrative Code (WAC) effective teaching requirements for teacher preparation program approval by the State of Washington Board of Education, on contemporary research related to teaching and learning, on the work of the Multi-Ethnic Think Tank (2001), and the federal law “No Child Left Behind Act of 2001.” Throughout the design process of the “Performance-Based Pedagogy Assessment of Teacher Candidates,” representatives of statewide professional education associations provided input to and support for the creation of an authentic assessment tool of teacher candidates in real classrooms over a sustained period of time.

The assessment instrument incorporates expectations that are in response to state and national concern over an academic “achievement gap” based on race, socio-economic class, level of English-language learning, and gender. The academic achievement gap is generally evidenced (i.e., not exclusively) between (a) white economically advantaged students and (b) students of color, immigrant children, and students from lower socio-economic families. Federal legislation decries this achievement gap and calls for strategies “to close the achievement gap” with accountability, flexibility and choice so that no child is left behind” (federal guidelines for Public Law 107-110). OSPI further elaborates on this need in *Addressing the Achievement Gap: A Challenge for State of Washington Educators* (Shannon & Bylsma, 2002).

A paradigm shift in Washington and across the United States is necessary for creating an inclusive approach to PK-12 public education that is determined to leave no child academically behind. Thus, this change is characterized in teaching and learning from being centered on just teacher actions to a focus on student learning. The pedagogy assessment reflects this shift by evaluating teacher performance on the basis of student outcomes and engagement in learning. At the preservice teacher education level, the 21 colleges approved to offer teacher education have recognized the need for a paradigm shift through the collaborative efforts of WACTE and OSPI to create a meaningful performance-based assessment of teacher candidates for use in full-time teacher candidate internships in PK-12 classrooms. The pedagogy assessment emphasizes *what PK-12 students are actually doing and learning in classrooms*. This focus reflects the paradigm shift articulated in the WAC (181-78A-270) that requires teacher education programs “to prepare educators who demonstrate a positive impact on student learning.” Preservice teacher education, however, cannot accomplish this task alone. WACTE and OSPI recognize that to effectively close the achievement gap, a broad-based collaboration that shares responsibility – one that includes public school teachers, administrators, school boards, legislators, families, communities, and tribal councils – is necessary for the systemic success of this project (also see Kober, 2001).

This project is nationally unique in that a state educational agency collaboratively created with higher education an assessment instrument with the dual goal (a) to educate qualified PK-12 school teachers and (b) to eliminate an achievement gap that leaves no child behind. To set our state target lower than this risks the perpetuation of inequities in achievement.

The pedagogy assessment instrument can have a positive impact on student learning in conjunction with effective instructional planning and teaching. The performance-based expectations contained in this document hold the potential to accelerate student learning in all subject matter content areas while concurrently closing the academic achievement gap. This document represents authentic assessment of teacher candidate performance in PK-12 school settings, especially as it impacts student learning.

Throughout this document the expectations are for *all* students to be engaged in meaningful learning that is based on the state's Essential Academic Learning Requirements (EALRs). The pedagogy assessment requires future teachers to plan instructional lessons informed by research and best practices that directly relate to effective teaching for increased student learning and achievement. Given our culturally diverse society and schools, it is essential that all students be afforded the opportunity to learn meaningful academic content and that individuals beginning a teaching career have foundational knowledge, skills, and dispositions to that end. Conventional research on effective teaching in this document is placed within a broader research base indicative of a paradigm shift in teaching and learning. Educational policy research recognizes that:

the promise of standards-based reform will not be fulfilled unless we close the achievement gap. *Equal opportunity* and *educational excellence* are sometimes cast as competing priorities, but to close the gap we must approach them *as complementary parts* of a unified approach to reform. The rewards will be long-term economic and social benefits for the entire nation. (emphasis added) (Kober, 2001, p. 29)

Hence, this pedagogy assessment document assumes that excellence in education is inseparable from equal and equitable opportunities for all students to learn meaningful subject matter content as expressed through the EALRs.

The state's educational reform in the early 1990s mirrored similar reform initiatives in other states where the purpose was to make classroom assessment "more fundamentally a part of the learning process" (Shepard, 2000, p. 6). The intention remains to create a "learning culture" in every classroom that connects a "reformed vision of curriculum" with both "cognitive and constructivist learning theories" and "classroom assessment" (p. 5). The following section on authentic assessment helps frame this continuing paradigm shift that is demanded by both the state's Education Reform Act of 1993 (see OSPI n.d.a) and the "Performance-Based Pedagogy Assessment of Teacher Candidates."

Authentic Assessment of Teacher Candidate Performance and Student Learning

Authentic assessment of (a) teacher candidate planning and performance and (b) student learning is foundational to the “Performance-Based Pedagogy Assessment of Teacher Candidates.” Authentic assessment is an overarching concept that refers to the measurement of “intellectual accomplishments that are worthwhile, significant, and meaningful” (Wehlage, Newmann, & Secada, 1996, p. 23). When applying authentic assessment to student learning and achievement, a teacher candidate must attend to criteria related to “construction of knowledge, disciplined inquiry, and the value of achievement beyond the school” (p. 24). The centrality of authentic assessment in the pedagogy assessment reflects a recommendation from educational policy research that places “high priority on strategies that research has already shown to increase student learning” (Kober, 2001).

The concept of authentic assessment is congruent with the state of Washington Basic Education Goals which are also referred to as Student Learning Goals. The Basic Education Goals permeate all areas of the school curriculum and contain expectations for students to be able to intellectually “read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings” (OSPI, n.d.b). Authentic assessment by a teacher candidate must be applied to subject matter content in order that students can “think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems” (OSPI, n.d.b). The Basic Education Goals are clear that intellectual development of students also needs to be extended to potential life opportunities and experiences that exist in careers and post-secondary education. Underlying infusion of the Basic Education Goals throughout the curriculum is an expectation that parents and community members will be involved with school districts in helping students meet these goals. This is one reason why a teacher candidate is expected to communicate with families to support student learning.

The pedagogy assessment’s authentic assessment expectations for a teacher candidate are related directly to the EALRs. The EALRs are specific learning targets that are “based on the student learning goals” (OSPI, n.d.c). The EALRs represent “the specific academic skills and knowledge students will be required to meet in the classroom” (OSPI, n.d.c). Authentic assessment of student learning requires that a teacher candidate’s instructional planning include pedagogical approaches designed to engage students intellectually with subject matter content. Research indicates that teachers who use pedagogical approaches that focus on authentic assessment of student learning can improve “academic performance at all grade levels” (Marks, Newmann, & Gamoran, 1996, p. 69). Furthermore, pedagogy directly connected to authentic assessment “can be distributed equitably to students from all social backgrounds with reasonably equitable benefits” (p. 70).

An overview of key concepts and terms are presented in the following sections. Each approach is essential for a teacher candidate to promote and increase the learning of all students. These interrelated concepts include the necessity of (a) effective teaching, (b) the establishment of clear learning targets and assessment approaches, (c) the engagement of low status/historically marginalized students, (d) a multicultural perspective, (e) the incorporation of transformative academic knowledge into the curriculum, (f) culturally responsive teaching, (g) the provision of classroom management approaches for inclusive and supportive learning communities, and (h) caring and democratic classrooms.

Effective Teaching

Pedagogy, in its contemporary usage, is a perspective that envisions effective teaching “as a process, not a technique” (Hamilton & McWilliam, 2001, p. 18). Pedagogy situates effective teaching more as “two-way communication than a mode of one-way transmission or delivery” of information to students (p. 18). A teacher candidate, then, practices approaches to teaching and learning that build relationships with and among students and “prioritizes the constitution of learning over the execution of teaching” (p. 18). This is congruent with research that finds achievement is improved through active student participation in the learning process (Gallego et al., 2001). Hence, it is imperative that a teacher candidate create instructional conditions where students are actively engaged in learning. National standards “clearly favor teachers who emphasize advanced content, deep understanding, reasoning, and applications over a strong focus on just basic skills and facts...[and] leans more toward constructivist teaching than toward direct instruction” (Porter, Young, & Odden, 2001, p. 292). In essence, then, an evaluator of a teacher candidate is focused on the *effects of teaching* on students that result in active learning of subject matter content (see Floden, 2001).

Effective teaching encourages student interaction within an academically rigorous curriculum. Based on cognitive research, Resnick and the Institute for Learning (2001) note, “For classroom talk to promote learning it must be accountable – to the learning community, to accurate and appropriate knowledge, and to rigorous thinking” (Institute for Learning, 2001). This requires a learning environment that promotes student application of their intelligence. Additionally, research on effective teaching also supports a learning environment that:

- provides clear learning expectations
- uses fair and credible assessments of student learning
- models and analyzes complex thinking
- recognizes authentic accomplishment by every student
- teaches students to self-monitor their learning (Institute for Learning, 2001; Ready, Edley, & Snow, 2002)

Effective teaching is congruent with what is often referred to as “best practices.” Daniels and Bizar (1998), for example, describe “six basic structures that help to create Best Practice classrooms...[and] inherently give students a real voice and meaningful choices” in their learning community (pp. 5, 8). These teaching and learning structures include integrative units, small group activities, representing-to-learn, classroom workshop, authentic experience, and reflective assessment. As examples of effective teaching strategies, the following are descriptions of these six structures:

- *Integrative units* are evident in instructional plans and teaching when a teacher candidate crosses “subject boundaries, translating models from one field into another, importing ideas from other subjects, designing cross-curricular investigations, and developing rich thematic units that involve students in long-term, deep, sophisticated inquiry” (pp. 20-21).
- *Small group activities* exist in “classrooms with effective sub-groups [that] are usually well structured places where students follow carefully developed norms and routines, and where working together is not a disruptive departure but rather business as usual” (p. 63).

This best practice is generally referred to as cooperative learning. Within such activities student collaboration with one another “is the mainstay of these classrooms” (p. 59).

- *Representing-to-learn* refers to learning activities that provide students an opportunity to both construct meaning of content being learned and share this learning with others. A teacher candidate can help students understand new material by selecting “examples and metaphors that illuminate new ideas and skills, connecting new content to students’ knowledge, interests, and a school’s culture” (Danielson, 1996).
- Students in a *classroom workshop* “choose individual or small group topics for investigation, inquiry, and research” (Daniels & Bizar, 1998, p. 131). This best practice approach differs from a teacher presentation and places value on teacher modeling where students work “with real materials...[and] become active, responsible, self-motivating, and self-evaluating learners, while the teacher [serves] as model, coach, and collaborator” (pp. 131, 135).
- *Authentic experience* makes meaningful connections to “real world” activities. The National Academy of Science states, “Inquiry into authentic questions [are] generated from student experiences....Teachers focus inquiry predominately on real phenomena...where students are given investigations or guided toward fashioning investigations that are demanding but within their capabilities” (cited in Daniels & Bizar, 1998, p. 171). Authentic experience, therefore, is developmentally appropriate and linked to “real issues that people face in the world” in a manner that helps students make connections “to the importance of what they are learning” (p. 173).
- *Reflective assessment* nurtures student reflection, goal-setting, and self-assessment of learning. The concepts contained in the following section on “Learning Targets and Assessment” address this best practice for effective teaching.

These six structures are not intended as an exhaustive list and are only meant to provide a teacher candidate with examples of what is entailed in effective teaching practices that can promote student achievement.

Learning Targets and Assessment

Lessons designed and implemented around developmentally and grade-appropriate EALRs demonstrate that a teacher candidate is fulfilling the state’s expectation on what the focus of the school curriculum should be. EALRs and their respective frameworks form the basis of learning targets. Stiggins (2001) explains that “*a target* defines academic success, what we want students to know and be able to do” (p. 57). Types of targets vary according to the academic goals of a particular content-area that is being learned. Stiggins describes five types or categories of targets:

- *Knowledge* – mastery of substantive subject matter content, where mastery includes both knowing and understanding it;
- *Reasoning* – the ability to use that knowledge and understanding to figure out things and to solve problems;

- *Performance Skills* – the development of proficiency in doing something where it is the process that is important, such as playing a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills;
- *Products* – the ability to create tangible products, such as term papers, science fair models, and art products, that meet certain standards of quality and that present concrete evidence of academic proficiency; and
- *Dispositions* – the development of certain kinds of feelings, such as attitudes, interests, and motivational intentions. (p. 66)

For effective student learning, an instructional plan must provide learning targets that are capable of assessment. To be valid and meaningful, assessments must be aligned with learning targets. To measure student learning and determine if a unit of instruction has had a positive impact on student learning, pre-assessment data must be gathered. At the conclusion of instruction, a comparison of pre-assessment and post-assessment data can provide an indication of the degree to which student learning has occurred.

Stiggins (2001) describes four assessment methods that can be matched with the above described learning target categories. The assessment methods are:

- *selected response*: “includes all of the objectively scored paper and pencil test formats” (p. 88).
- *essay*: “[R]espondents are provided with an exercise (or set of exercises) that calls for them to prepare an original written answer...Evidence of achievement is seen in the conceptual substance of the response (i.e., ideas expressed and the manner in which they are tied together)” (p. 88).
- *performance*: “[R]espondents actually carry out a specified activity under the watchful eye of an evaluator, who observes their performance and makes judgments as to the quality of achievement demonstrated” (p. 89).
- *personal communication*: “includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions and oral examinations. The examiner listens to responses and either (1) judges them right or wrong if correctness is the criterion, or (2) makes subjective judgments according to some continuum of quality” (p. 89).

A critical task for a teacher candidate “is to identify and choose the most efficient” assessment method that appropriately relates to the identified learning target for a specific learning context (p. 91).

Student motivation in learning is increased when students are aware of learning targets and assessment expectations throughout an instructional unit. A teacher candidate needs to be explicit about both learning targets and assessment methods so that students learn how they can engage in assessments that measure their own learning relative to learning targets. For classroom assessment to accelerate student learning and be successful, it must be student centered so that both students and parents can observe improvements in learning (Stiggins, 2001).

Engaging Low Status/Historically Marginalized Students

A teacher candidate must create learning experiences that enable all students to have valid academic accomplishments, especially for those students who historically score below their peers on measures of academic achievement. Whereas more than 90% of Washington teachers and teacher candidates are white and middle-class, student demographics indicate growing racial, economic, and cultural diversity in our public school classrooms as well as the larger society. Research indicates that teachers need to recognize this difference in order to begin closing the achievement gap for those students habitually assigned “low status” and inferior academic competence (Cohen, 1994; also see Dilworth & Brown, 2001).

In a review of related research, the Learning First Alliance (2001), an organization of which OSPI and WACTE are members, explains that “failure to support the academic achievement of students is related to students’ disengagement from school” (p. 6). A review of recent court decisions finds that “the constitutional criterion for an adequate education tends to emphasize opportunity” (Rebell, 2002, p. 242). Low-status students are among those who lack opportunities to receive the equitable benefits of pedagogical approaches designed to help students acquire meaningful and engaging academic content that can help them meet state learning standards.

“Low status” students include individuals whose academic rights have been historically marginalized by institutions and people in privileged positions. This discrimination continues to be experienced by many students of color, immigrant children, and students from low-income families (Banks, 2001). Based on her extensive research, Cohen (1994) found:

Examples of status characteristics are race, social class, sex, reading ability, and attractiveness. Attached to these status characteristics are general expectations for competence. High status individuals are expected to be more competent than low status individuals across a wide range of tasks that are viewed as important....Since in our culture people of color are generally expected to be less competent on intellectual tasks than whites, these racist expectations came into play in the innocent [learning activities]. (pp. 33-34)

Cohen further observed that low status students working, for example, in small learning groups “often don’t have access to the task...and don’t talk as much as other students. Often when they do talk, their ideas are ignored by the rest of the group” (pp. 35-36). When the low status/historically marginalized student become disengaged in learning, teachers often see this as a discipline problem rather than a status problem that needs teacher intervention and support in order that such students can demonstrate academic competence (also see Adams & Hamm, 1998; McEwan, 2000). As one possible solution, research finds that effectively mediated “cooperative learning promotes students’ enjoyment of school and interpersonal relations, development of social skills, sense of the classroom as community, and academic achievement” (Learning First Alliance, 2001, p. 11).

Teacher candidates are expected to plan instruction that includes strategies to engage low status/historically marginalized students. Plans must be explicit as to how instruction will develop critical thinking and problem solving skills of all students, including those considered low status/historically marginalized. If, when a teacher candidate is observed, these particular students are rarely engaged in learning opportunities or do not receive teacher support to demonstrate academic competence, the teacher candidate will be rated “below standard.” One

way in which a teacher candidate can be “at standard” for this category of students is by creating learning opportunities for students to work both individually and in different groups, including heterogeneous groups that build and recognize academic competence in subject matter content. Thus, a teacher candidate is expected to have students engaged in learning community activities that foster their active inquiry, collaboration, and supportive interactions.

Multicultural Perspective¹

A multicultural perspective is an inclusive orientation that is manifested in instructional planning and the classroom environment through evidence of culturally responsive teaching, a learning community, democratic classroom management, caring, multiculturalism, multicultural education, and transformative academic knowledge (see sections below). A multicultural perspective requires an education that is multicultural. In its broadest sense, multicultural education is “*a total school reform effort designed to increase educational equity for a range of cultural, ethnic, and economic groups*” (emphasis in original) (Banks, 1993b, p. 6). This is particularly critical in an era when “intolerance for difference seems to have risen as the diversity of the U.S. population has increased” (Lloyd, Tienda, & Zajacova, 2002, p. 175). Multicultural education goals are multidimensional. Dimensions include (a) content integration for an inclusive elementary and secondary school curriculum, (b) multicultural knowledge construction processes, (c) prejudicial discrimination reduction, (d) an equity pedagogy, and (e) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).

Whereas a teacher candidate’s focus is on classroom instruction and not necessarily on school reform, the planning and teaching practices of a candidate from a multicultural perspective can contribute positively to a school’s climate for multicultural inclusiveness and support. For example, when a teacher candidate integrates multicultural subject matter content into the curriculum, a candidate is involved in a multicultural knowledge construction process with and for students. When practicing an equity pedagogy, a teacher candidate is also reflecting a multicultural perspective when trying to reduce classroom prejudicial social discriminatory behavior among students.

For the “Performance-Based Pedagogy Assessment of Teacher Candidates” student learning must be relevant and include the use of appropriate multicultural metaphors and representations. At some point during a teacher candidate’s internship students are expected to be engaged in multicultural inquiry that can involve conflicting meanings and interpretations of concepts and issues. Incorporating a multicultural perspective into the curriculum is a dimension of the knowledge construction process. Construction of knowledge is central to authentic assessment (Wehlage, Newmann, & Secada, 1996). A multicultural perspective exists when multiple viewpoints, especially from populations of color, are positively incorporated into a teacher candidate’s entire approach to teaching and learning. Multicultural content integration in an instructional plan considers the degree “to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline” (Banks, 1993c, p. 5). Treating multicultural information as a standalone or add-on to the curriculum is insufficient. A multicultural perspective needs to be incorporated into the curriculum in a relevant and meaningful manner that can interconnect the experiences of various cultures and groups (Banks, 1993a, 1994; Cochran-Smith, 2000; Lynch, 1986).

¹ * Significant content from this section to the “Conclusion” on page 11 is adapted by permission from Vavrus (2002).

A teacher candidate's planning, materials, and instruction must clearly demonstrate approaches differentiated from those that represent dominant cultural exclusions of multiple perspectives and different ways of knowing and learning. This involves plans that incorporate a multicultural perspective into effective instructional strategies for students at all levels of academic abilities and talents. A multicultural perspective in teaching and learning uses transformative academic knowledge that includes viewpoints representative of people of color, immigrants, the poor, and those who work for gender equity.

Transformative Academic Knowledge²

To counter an additive content integration curriculum strategy, Banks (1993a) calls for the incorporation of transformative academic knowledge that:

consists of concepts, paradigms, themes, and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon...[under the recognition] that knowledge is not neutral but is influenced by human interests, that all knowledge reflects the power and social relationships within society, and that an important purpose of knowledge construction is to help people improve society. (p. 9)

Incorporation of a multicultural perspective requires the application of transformative academic knowledge. *This is the case regardless of the demographic composition of a teacher candidate's classroom or school* because all students in this diverse democracy need to develop cultural competence based on the inclusiveness that a multicultural perspective can provide.

A teacher candidate represents an outdated dominant cultural model when students are primarily engaged in traditional Eurocentric learning materials and instructional activities (Cochran-Smith, 2000). Euro centrism often avoids considerations of cultural differences and, therefore, attempts to regulate what counts as legitimate culture, academic knowledge, and expressions of academic competence. Transformative academic knowledge, however, resists an underlying assumption in Eurocentric teaching and learning that considers individuals with a non-European heritage as lacking a history or a coherent culture worthy of recognition (Dussel, 1995, 1998; Goldberg, 1993; McLaren, 1995; Mignolo, 1998; Wallerstein, 1999).

Conceptual variables such as race, class, and gender are rarely validated within a dominant cultural framework for teaching and learning. A dominant approach can encourage teachers to act as though race is non-recognizable when it is nearly impossible in the U.S. to do so (Crenshaw, 1998; Kousser, 1999; McLaren & Torres, 1999; Nieto, 1995; Powell, 1996; Winant, 1998). For example, in classrooms with students of color, Valli (1995) found that, for white teacher candidates, they "had to first see the color of the child in order to design a multicultural curriculum, but then they had to move beyond color sightedness to value a multicultural curriculum for everyone" (p. 125) that can lead to an equity pedagogy for all students.

A teacher candidate, therefore, must provide evidence in the instructional plan that in the construction of learning targets and assessments a multicultural perspective with transformative academic knowledge has been incorporated into subject matter content and instructional practices. A teacher candidate is "at standard," for example, when students use learning materials

² A supplement to this section can be found immediately following this article.

and activities that incorporate a multicultural perspective. Students would also be seen exhibiting mutual respect through expressing and listening to divergent, multicultural perspectives.

Culturally Responsive Teaching

Culturally responsive teaching differs from historical practices of schools that exclusively attend to and privilege middle class and Eurocentric values. In contrast to assimilationist teaching that denies the cultural heritage of significant numbers of children, culturally responsive pedagogy values and appropriately incorporates a student's culture into instruction (Gay, 2000; Irvine, 2001; Ladson-Billings, 1995). Gay's (2000) criteria for culturally responsive teaching is based on the degree to which a teacher candidate is able to use "cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant and effective" (p. 29) for PK-12 students. Such measures can help to assess if a teacher candidate focuses on student strengths that are "culturally *validating and affirming*" (p. 29). In summary, current research on culturally responsive teaching finds that what is needed are classroom learning communities that support "empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion" (Gallego et al., 2001, p. 982). Culturally responsive teaching requires a supportive learning community environment in classrooms. A teacher candidate is expected in the instructional plan to describe how instructional methods, the curriculum, and assessment of learning are culturally responsive to students of color, immigrant children, second language learners, and students from lower socioeconomic classes. Culturally responsive teaching also requires a teacher candidate to describe in the instructional plan how knowledge of students and their community are used as frameworks and supports for activities, resources, and learning strategies.

Classroom Management for Inclusive, Supportive Learning Communities

Classroom management is intricately connected to effective teaching. A teacher candidate must involve students in learning the participatory skills necessary to engage successfully in learning subject matter content (Evertson & Randolph, 1999). Effective teaching is predicated on a classroom environment where activities and assignments "invite students to participate in the development of classroom expectations and norms, to develop widely dispersed friendship patterns, to shoulder some leadership and responsibility, to communicate with others through a broad array of communication channels, and to negotiate and resolve conflict" (p. 11).

In order to engage all students, especially those traditionally assigned low status, a teacher education program and its PK-12 partner schools need to help a teacher candidate create a democratic learning community that includes and welcomes all students and places a positive value on the academic competence and intellectual ability of every student. The Learning First Alliance (2001) notes that research:

substantiates the importance of belonging and support for students...[and that] students who feel 'connected' to school – measured by the strength and quality of their relationships with teachers and other students – are more likely to have improved attitudes toward school, learning, and teachers; heightened academic aspirations, motivation, and achievement; and more positive social attitudes, values, and behavior. (pp. 4, 9).

Inclusive classrooms where there is this sense of belonging are student-centered and include characteristics that reflect culturally responsive teaching and are caring and democratic.

Caring and Democratic Classrooms

John Dewey (1916) conceived of a democratic learning community founded upon “good will” which he equated with “intelligent sympathy” (p. 141). Good will or intelligent sympathy in social groupings results when individuals can empathetically see across their self-interests and biases – be they socio-economic or racial – to work toward common learnings and understandings. In this context Dewey warned against one group acting under the guise of benevolence by dictating to others what was in their best interest. In contemporary terms we can characterize the application of intelligent sympathy as Noddings’ (1992) notion of caring communities in schools and classrooms. Critical for Noddings is open-ended dialogue as a process in “a common search for understanding, empathy, or appreciation” (p. 23) where affect interacts with cognitive knowledge acquisition. Caring implies “a continuous drive for competence” where students feel safe and secure to have “the courage to wander forth both physically and intellectually into new territory” so that each child can grow individually (Noddings, 2001, pp. 101, 104).

Recent court decisions point to the expectation that an adequate education should “prepare students to be citizens and economic participants in a democratic society” (Rebell, 2002, p. 239). Hence, in a democratic learning community, means are not disassociated from ends. An effective learning community that serves the aims of deepening student learning is an intentional undertaking. “Community life does not organize itself in an enduring way purely spontaneously,” Dewey (1938/1974) explained. “It requires thought and planning ahead” (p. 56). When a teacher candidate plans instruction, there must be evidence of strategies that will be used to create an inclusive, supportive learning community. A teacher candidate must have a clear outline of management tasks and methods of monitoring students that are democratic and caring and involve students in becoming intrinsically motivated and engaged in their own learning. In such a learning community a teacher candidate’s students would be observed giving input to their own learning experience and to other students and interacting in a respectful manner.

Conclusion

As research and the sad experience of children being academically left behind indicates, a new, inclusive way of approaching teaching and learning is necessary. The collaboration between WACTE and OSPI provides a performance-based approach to addressing this problem. Higher education and OSPI, however, cannot do this task alone. As higher education, OSPI, and the State Board work together in providing qualified beginning teachers, public school teachers, administrators, school boards, legislators, families, communities, and tribal councils must also join in a paradigm shift that is beneficial and effective for all children.

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Supplement to Transformative Academic Knowledge*

Content Integration

Teachers use several different approaches to integrate content about racial, ethnic, and cultural groups into the curriculum. One of the most popular is the Contributions Approach. When this approach is used, teachers insert isolated facts about ethnic and cultural group heroes and heroines into the curriculum without changing the structure of their lesson plans and units. Often when this approach is used, lessons about ethnic minorities are limited primarily to ethnic holidays and celebrations, such as Martin Luther King's Birthday and Cinco de Mayo. The major problem with this approach is that it reinforces the notion, already held by many students, that ethnic minorities are not integral parts of mainstream U.S. society and that African American history and Mexican American history are separate and apart from U.S. history.

The Additive Approach is also frequently used by teachers to integrate content about ethnic and cultural groups into the school curriculum. In this approach, the organization and structure of the curriculum remains unchanged. Special units on ethnic and cultural groups are added to the curriculum, such as units on African Americans in the West, Indian Removal, and the internment of the Japanese Americans. While an improvement over the Contributions Approach, the Additive Approach is problematic because ethnic and cultural groups remain on the margin of the mainstream curriculum.

Knowledge Construction and Transformation

The Transformation Approach brings content about ethnic and cultural groups from the margin to the center of the curriculum. It helps students to understand how knowledge is constructed and how it reflects the experiences, values, and perspectives of its creators. In this approach, the structure, assumptions, and perspectives of the curriculum are changed so that the concepts, events, and issues taught are viewed from the perspectives and experiences of a range of racial, ethnic, and cultural groups. The center of the curriculum no longer focuses on mainstream and dominant groups, but on an event, issue, or concept that is viewed from many different perspectives and points of view. This is done while at the same time helping students to understand the nation's common heritage and traditions. Teachers should help students to understand that while they live in a diverse nation, all citizens of a nation-state share many cultural traditions, values, and political ideals that cement the nation. Multicultural education seeks to actualize the idea of *e pluribus unum*, i.e. to create a society that recognizes and respects the cultures of its diverse peoples united within a framework of democratic values that are shared by all.

*Adapted from: Banks, J. A. (n.d.). *Multicultural education: Goals and dimensions*. Retrieved from: <http://depts.washington.edu/centerme/view.htm>.

PERFORMANCE-BASED PEDAGOGY ASSESSMENT

Showcase Lesson Plan Directions to Teacher Candidates

The Performance-Based Pedagogy Assessment (PPA) requires teacher candidates to provide evidence of the ability to meet the WAC Residency Teaching Standards and positively impact student learning. Performance-based assessment means the standards must be met through direct observation of teaching and the collection of evidence of student learning during student teaching.

Teacher candidates must complete the PPA a minimum of two times during their teacher candidate internship. This includes the following:

1. Provide a written description of Classroom/Student Characteristics.
2. Write an Instructional Plan using the SPU-approved lesson plan template.
3. Write an Instructional Plan Rationale.
4. Submit the above-mentioned documents to the University Coordinator for evaluation before observation of the planned lesson.
5. Teach the lesson, during which time the teaching performance will be evaluated.
6. Collect evidence of student learning.

All criteria under each of the 10 standards, as well as all other requirements as indicated in this handbook, must be met in order to satisfy the requirements for a Residency Teaching Certificate. Teacher candidates are not required to address every PPA criterion in each lesson. However, a criterion must be addressed and met at least once during the two or more administrations of the PPA.

Teacher candidate: <i>What to do</i>	Teacher candidate: <i>What to submit</i>	Coordinator: <i>Sources of Evidence</i>
<ul style="list-style-type: none"> • In collaboration with the mentor teacher and university coordinator, select a lesson to teach. • Using the PPA Standards 1-5 as a reference, prepare the written materials specified in the “<i>What to Submit</i>” column. • Provide the written materials to the University Coordinator. • Meet with your University Coordinator to discuss the written materials (<i>optional</i>). • Revise the materials based on feedback. • Provide the final draft of written materials to the University Coordinator for evaluation, based on PPA Standards 1-5. 	<p>Before lesson observation:</p> <ul style="list-style-type: none"> • <i>Classroom and Student Characteristics Form</i> • Fully documented <i>Lesson Plan</i> • The <i>Lesson Plan Evaluation</i> sheet may help you as you develop your lesson plan. • <i>Lesson Plan Rationale</i> 	<p>Written Sources of Evidence</p> <ul style="list-style-type: none"> • Provided Prior to Observation • PPA Standards 1, 2, 3, 4, 5
<ul style="list-style-type: none"> • Teach the lesson outlined in the instructional plan. • The University Coordinator use PPA Standards 6-10 to evaluate teaching. • Collect evidence of student learning. 	<p>After lesson observation:</p> <ul style="list-style-type: none"> • Evidence of student learning • Lesson Plan Self-Evaluation 	<p>Observed Sources of Evidence</p> <ul style="list-style-type: none"> • Completed during lesson observation • PPA Standards 6, 7, 8, 9, 10

bPortfolio



Documenting Performance on Standards **STLP** – *The bPortfolio*

A teacher certification program in the state of Washington requires that all candidates for certification know and demonstrate the content, pedagogical, and professional knowledge and skills required for the certificate and their area of endorsement. These are to reflect the state's learning goals and essential academic learning requirements, and are necessary to help all students learn (WAC 181-78A-220(5)). Teacher-candidates are to submit both teacher- and student-based evidence demonstrating competency on the state standards (*STLP*) and a positive impact on student learning.

Portfolio Assessment

The idea of creating portfolios as a way of demonstrating knowledge and skill is not new, but the advent of the Internet has made sharing portfolios much easier. For the purposes of documenting their competence on Standards *STLP*, SPU teacher-candidates are asked to develop their individual *bPortfolio* website through *WordPress.com*. This format integrates both a weblog and static portfolio pages.

Reasons for creating a *bPortfolio* at SPU:

1. To allow students to demonstrate individual competency on the Washington Residency Certification Standards (Standards *STLP*).
2. To help students reflect on important knowledge and skills they have learned during the teacher education program.
3. To help students prepare and organize examples of their professional work.
4. To help students prepare teacher-based and student-based evidence for certification.
5. To provide evidence to the Washington Professional Educator Standards Board (PESB) and the National Council for Accreditation of Teacher Education (NCATE) that SPU is providing appropriate instruction in the program.

The *bPortfolio* serves as a record of completion and can be part of the application process as you begin your education career to showcase your work. Completion of the *bPortfolio* is residency teacher education program requirement.

SPU teacher-candidates are expected to develop their WordPress *bPortfolio* site in accordance with the template and guidelines found at <http://spurescert.wordpress.com/>. These guidelines include specific instructions and recommendations on portfolio development and submission. All teacher education teacher-candidates will be assessed a fee for *bPortfolio* assessment purposes. This fee will be posted to your student account.

There are three performance benchmark checkpoints during each teacher education program:

I – Beginning of the program – This checkpoint is meant to ensure that the blog site and portfolio pages are set up and operating as expected. In most cases, this assessment will be completed by the respective program chair. The checklist that follows is available on <http://spurescert.wordpress.com> and will be provided to all teacher-candidates to help prepare for this checkpoint.


 bPortfolio Set-up and Design -
 Checklist

Teacher Candidate: _____		Date: _____
Description of Criteria		Completed
“About Me” Page	Endorsement areas listed	
	Teaching level listed	
	Link is visible from Home page	
“About this Portfolio” Page	Program at SPU listed	
	Purpose of portfolio listed	
	Link is visible from Home page	
Standards Pages: STLP	Exact wording of the standard	
	Interpretation in own words	
	Link is visible from Home page	
Tags	Meaningful tags	
	Course & Internship tags	
	Evidence of developing tag cloud	
Mechanics	Spelling	
	Grammar	
	APA format for citations	
Categories for Posts established: Each standard’s criteria are listed as Categories		
‘Archives’ widget is set with the ‘show post counts’ option		
Discussion Threads Enabled		

II – Midway through the program (formative assessment)

At this point, each of the four meta-reflections will be reviewed and assessed with the guidelines above in mind and using the following rubric. Each teacher-candidate will be scored on each criterion of a standard. Thus, there will be a total 14 scores. This checkpoint will have a formative focus and provide appropriate feedback in the form of comments regarding a teacher-candidate's documentation of growth. This is meant to help guide candidates in their developmental progress towards demonstrating evidence on all criteria of the standards. The following three expectations are assumed at this checkpoint:

1. While all criteria should be noted, it is possible that evidence may not be provided on all criteria of Standards STLP;
2. There may be a greater amount of evidence from the formal learning opportunities provided through SPU coursework (e.g. assignments and reflections) than internship-based evidence (this may have implications for the amount of student voice present in the submission); and
3. An assessment result of "progressing" on a criterion will represent adequate, continuing development towards final (capstone) documentation on the portfolio.

Midway/Developmental (formative) portfolio assessment will take place on the following scale:

- | |
|---|
| <p>5 = proficient (documentation suggests a high degree of knowledge and/or skill to perform well on the criterion)</p> <p>4 = competent (documentation suggests sufficient knowledge and/or skill to perform well on the criterion)</p> <p>3 = progressing (documentation suggests developing knowledge and/or skill to perform well on the criterion)</p> <p>2 = emerging (documentation suggests limited, yet promising, knowledge and/or skill to perform well on the criterion)</p> <p>1 = attempted (documentation suggests nominal knowledge and/or skill to perform well on the criterion; continued improvement is desired)</p> <p>0 = not attempted (no documentation provided to support performance on the criterion)</p> |
|---|

III – At the end of the program (capstone assessment)

All four meta-reflections and attendant criteria will be assessed at this point in the program. This checkpoint will have a summative focus to confirm competence on each of the standards, and, thereby, fulfill a key certification requirement. It will serve as final (capstone) documentation of performance on Standards STLP for certification. The following four expectations are in place at this checkpoint:

1. The portfolio submission represents capstone achievement on all standards and, as such, all criteria related to Standards STLP are addressed;
2. There will be a significant amount of internship-based evidence that comes from the student's classroom experiences and responsibilities, with less evidence deriving from the formal learning opportunities provided through SPU coursework;
3. Assessment results of at least "competent" on all criteria will be needed to be recommended for certification.
4. The portfolio is of such a quality that it could be used as a reference tool in the student's job-search efforts.

This summative assessment of the portfolio will take place on the following scale:

- 5 = exemplary** (documentation suggests a level of knowledge and/or skill on the criterion to the extent that the teacher-candidate can serve as a model for others to emulate; there is extensive use of student evidence, i.e. voice, included for each criterion and is clearly related in the reflection to the criterion and/or standard)
- 4 = proficient** (documentation suggests a high degree of knowledge and/or skill to perform well on the criterion; there is clear and regular use of student evidence, i.e. voice, included for each criterion)
- 3 = competent** (documentation suggests sufficient knowledge and/or skill to perform well on the criterion; student evidence presented for each criterion)
- 2 = progressing** (documentation suggests developing knowledge and/or skill to perform well on the standard; limited presentation of student evidence provided; not all criteria presented)
- 1 = improvement desired** (not enough documentation provided to suggest developing knowledge and/or skill to perform well on the standard)
- 0 = not attempted** (no documentation provided to support performance on the criterion)

bPortfolio Development, Submission and Assessment Procedures

SPU teacher-candidates are expected to develop their WordPress blog site in accordance with the template and guidelines found at <http://spurescert.wordpress.com/>. These guidelines will include specific instructions and recommendations on portfolio development and submission. The portfolio portion of the blog site is the “Standards” pages that are attached to the site. Program chairs will indicate the due date by which the portfolios need to be completed for submission according to the following general bPortfolio submission schedule:

	Beginning Checkpoint	Developmental (Formative) Assessment	Capstone (Summative) Assessment
Undergraduate/ Post-baccalaureate	Foundations Quarter	Methods Quarter	Internship Quarter
MAT	EDU 6918	End of Year 1	End of Year 2
ARC	EDU 6918	December	mid-May

Portfolio assessors will only refer to the Standards pages during their assessment of the portfolio.

A grade and supporting comments will be provided directly on to the relevant portfolio page through the comments feature. Once a teacher-candidate has received his/her comments and feedback, he/she may choose to delete them from the site as deemed appropriate for personal privacy reasons.

Basic
Education Act:
Teaching &
Learning in WA
State



Seattle Pacific
University

Basic Education Act: Teaching and Learning

Almost twenty years ago, Washington established the commitment that all children would achieve at high levels. The purpose of this reform is clearly spelled out in the preamble of the Basic Education Act (RCW 28A.150.210):

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

1. **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
2. **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. **Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
4. **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

The four learning goals provided the foundation for Teaching and Learning in Washington State's Public School System. Teacher Candidates will need to be familiar with the Learning Standards (Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs)), Assessments and additional information and resources for all subject areas at: <http://www.k12.wa.us/CurriculumInstruct/default.aspx> .

Internship Policies



GOVERNING POLICIES OF THE TEACHER EDUCATION PROGRAM

Code of Ethics

As teachers perform their duties, they serve as role models exhibiting standards of behavior that are not only observed by the students they serve, but often by colleagues, parents, and members of the community. As viable models, teachers must be able to demonstrate a high standard of ethical behavior. Two major goals of the School of Education are (1) to prepare competent teachers who can contribute to the teaching profession and (2) to encourage these teachers to live their lives by Christian principles. These goals give additional meaning to the need for continuing development of moral character.

As students and emerging teachers, teacher candidates will be honest, fair, and treat others with respect and trust. The following specific behaviors apply as they relate to the teacher candidate's academic conduct and as an emerging teacher in teaching and reinforcing these behaviors in students:

AMOROUS RELATIONSHIPS

Consistent with SPU's Amorous Relationship Policy (9.8), teacher candidates are expected to maintain appropriate and professional (non-amorous) relationships with the students with whom they come in contact, realizing that the majority of students are also under the age of 18 and considered "minors" by the legal system. The term "Amorous Relationships" includes actions that *suggest* the existence of exclusive romantic interpersonal commitments. A teacher candidate who dates a student, for example, would be entering into an amorous relationship by virtue of the exclusivity of dating. (Such actions also violate the Washington State Code of Professional Conduct, which could result in loss of one's opportunity to acquire and/or maintain a teaching certificate.) Recognizing the possibility of sexual relations an amorous relationship between teacher candidate and student also violates SPU's commitment to lift up the Christian ideal of marriage in which all sexual intimacy shall be within the bounds of marriage.

The University's educational mission is promoted by professionalism in faculty-student relationships which also applies to professionalism in teacher candidate-student relationships that are part of the teacher certification program. Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members, or teacher candidates, that harm this atmosphere undermine professionalism and hinder fulfillment of the University's educational mission. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power. Those who abuse or appear to abuse their power in such context violate their duty to the University community. Teacher candidates exercise power over students, whether in giving them praise or criticism, evaluating them or their work, making recommendations for their further studies or their future employment, or conferring any other benefits on them. Such situations greatly increase the probability that the teacher candidates will abuse this power and sexually exploit the student. Voluntary consent by the student in such a relationship has no bearing and school personnel who have "knowledge or reasonable cause to believe a student is a victim of physical abuse, or sexual misconduct" to make a report with the school administrator (RCW 28A.400). Amorous relationships between teacher candidates and students are therefore prohibited and will result in Seattle Pacific University and the School of Education taking appropriate disciplinary actions.

Academic Integrity

Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. A breach of academic integrity occurs when students receive academic benefits they did not earn through their own work. In its more blatant forms, academic dishonesty includes copying another's work on an exam; preparing for an exam by using test questions from a stolen exam; bringing concealed answers to an exam; turning in another person's work as his or her own; and committing plagiarism (i.e., copying portions of another's words from a published or electronic source without acknowledging that source). It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class or to ask a friend to read a draft of a paper for suggestions to improve it, unless the professor has prohibited these activities. It is not dishonest to summarize, paraphrase or quote the words of others in a paper so long as the student acknowledges the sources with appropriate citations.

Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. If the instructor suspects academic dishonesty, the guidelines for penalties against academic dishonesty apply as documented in the applicable undergraduate catalog (<http://www.spu.edu/acad/UGCatalog/20089/>) or graduate catalog (<http://www.spu.edu/acad/GRCatalog/20089/>).

In general, and unless otherwise stipulated in a specific course syllabus, no credit will be given for an assignment or exam in which it is determined that the student has copied other students' work, represented someone else's work as one's own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated, no credit will be given for the course in question.

Research Procedures

Data in a piece of work must be gathered in accordance with guidelines defining the appropriate methods for collecting and generating data and must be accomplished by an accurate account of the method by which data were gathered or collected. Proper documentation principles according to the American Psychological Association (APA) will be followed.

Aiding Honesty in Others

The teacher candidate will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Authenticity of Documents

The teacher candidate will present only authentic documents and records such as transcripts, grade reports, letters of permission or recommendation, petitions, or any document designed to meet or exempt the teacher candidate from an established requirement or regulation.

Process for the Resolution of Conflicts

The following outlines the process that will be followed to resolve any conflicts.

1. There will be a review committee consisting of three School of Education faculty members selected by the faculty. The functions of this committee shall be as follows:

- Hear cases where disputes or conflicts regarding ethical decisions are not resolved at the primary level of occurrence.
 - Make recommendations to the Associate Dean for Teacher Education for the resolution of such conflicts.
 - Make recommendations to the Associate Dean for Teacher Education for actions to be taken as deemed necessary.
 - Provide advice to professors and students in the School of Education when such advice is requested on ethical issues.
2. The procedures will be as follows:
- When a dispute or conflict occurs on views of ethical behavior that has not been resolved at the primary level, a written description of the situation and a request for a hearing is to be submitted to the Dean of the School.
 - The committee will set times for a hearing or review.
 - A meeting of the committee members will be held for initial exploration.
 - Individuals will be invited by the committee to a second meeting as needed for additional information.
 - The committee may call upon consultants or outside resources for assistance or additional information.
 - The committee will have a final meeting to form a conclusion or recommendation.
 - The committee will provide in writing to the Dean of the School of Education their deliberations and findings with a rationale.
3. Consequences to a violation of ethics are implemented as follows:
- The review committee may recommend any of the following actions:
 - fail course;
 - fail test or assignment;
 - removal from the School's certification program;
 - or other appropriate actions.
 - If the student wishes to appeal the committee's decision, the regular university academic grievance process outlined in the applicable undergraduate or graduate catalog will be implemented.
4. Decisions may be appealed to the Dean of the School of Education who will review all relevant documents and conduct additional investigations as necessary.

SPECIFIC POLICIES RELATING TO THE INTERNSHIP

Placement Policies

Policies Relating to Internship Placement

The Placement Office is responsible for all teacher candidate internship placements. While placement officials will make every effort to honor requests for particular districts and/or geographical areas no guarantee of placement is made.

Internship arrangements are made by the placement office at least one quarter before the teacher-candidate begins his/her internship experience. All students from all programs are asked to submit their *Teacher-Candidate Information Form* and a resume to help in the placement process. Included in the document, the teacher-candidate is asked to name school districts or geographic locations in which they *prefer* placement and to list their specific endorsement area.

In the case of multiple endorsements, teacher-candidates who seek multiple endorsements that are related by Pathway 1 will be placed without question. Teacher-candidates who seek multiple endorsements that are related by Pathway 2 will be placed if both placements can be found in one building. Teacher-candidates who seek multiple endorsements that are related by Pathway 3 will be placed only in their primary placement and advised as to how they can complete the other endorsements after graduation. (Of course, this may be petitioned with the petition being read by the Director of Teacher Education, the program chair, and the placement officer.)

The placement office will notify the teacher-candidate when a tentative placement has been made. The teacher-candidate will then arrange to meet with the potential mentor teacher for a pre-internship interview. This interview occurs to ensure the acceptance of the placement by both the teacher-candidate and the mentor teacher.

Should the working arrangements of an established internship placement fail, upon the recommendation of the program chair, the Placement Office will attempt to locate another internship site.

Governing Policies of the Teacher Education Program

The School of Education teacher education internship program at Seattle Pacific University is designed to be consistent with state law and School of Education policies. It is important that all parties be aware of implications for WAC 181-44-010. This law is specific in requiring that a properly certified teacher be responsible for the classroom at all times.

In practice, this means the mentor teacher is present in the room to supervise the work of the teacher-candidate early in the experience, and that throughout the experience a certified teacher present in the building retains legal responsibility for the students and the classroom. As a result, teacher-candidates should not substitute for absent teachers, and if the mentor teacher must leave during the day, an alternate certified teacher must assume responsibility. Although the mentor teacher maintains legal responsibility, a mark of a successful internship is that the teacher-candidate has assumed as much of the regular teacher's professional load as circumstances and the teacher-candidate's availability will allow.

Field Placement Agreements-WAC 181 78A-125

Beginning September 1, 2010, all educator preparation programs approved or authorized by the professional educator standards board or programs approved in other states operating field experiences in Washington state shall establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement.

Each field placement agreement shall include, but not be limited to:

- (1) Assurances that:
 - (a) Fingerprint and character clearance under RCW [28A.410.010](#) must be current at all times during the field experience; and
 - (b) Candidates will not be placed in settings in which personal relationships or previous experiences could interfere with objective evaluation of candidates.

[Note: The SPU placement office will decide if “personal relationships or previous experiences” might interfere with the “objective evaluation” of a candidate. If the university supervisor determines that any relationship or previous experience does interfere with the objective evaluation, a change in placement will be made.]

- (2) Qualifications of the proposed site supervisor for each site and qualifications of each school's cooperating educator/administrator;
- (3) Clear description by institution of duties and responsibilities of site supervisor and cooperating educator/administrator;
- (4) Anticipated length and nature of field experience;
- (5) Signatures from district representative.

Requirements for Mentor Teachers

The mentor teacher has been selected by school and university administrators to work with a teacher-candidate because of an established record of successful teaching experience and a willingness to work with a beginning teacher. A special dedication to the teaching profession has been recognized in the mentor teacher as well as a willingness to share responsibility and recognition with a beginner. To be selected to work with a teacher-candidate, mentor teachers will:

- Be recommended and approved by a building administrator to serve as a mentor teacher.
- Possess a valid Washington teacher certificate.
- Have a record of a minimum of three years of successful full-time teaching experience at the current level or subject area.
- Possess teaching skills that qualify the teacher to be a suitable model for a teacher candidate.
- Possess classroom management skills that qualify the teacher to be a suitable model for a teacher candidate.
- Posses interpersonal and communication skills evidenced in positive working relationships with others in the school.
- Have the desire to work with a beginning teacher.

- Be willing to invest time and effort for positive growth and development of another teacher.
- Understand that teaching competence develops over a period of time as the beginner gains experience and confidence.
- Be willing to give the teacher-candidate gradually increasing teaching and management responsibilities.
- Be willing to share with the teacher-candidate both responsibility and recognition for accomplishment.

Policies Relating to Students Currently Employed in School Settings

The Placement Office must confirm placement for ALL Residency Certification Candidates at SPU even if they are already employed and/or come with a placement. All such placements are considered to be tentative until they are confirmed by the Placement Office.

As part of the placement process, teacher-candidates in this situation are expected to provide a letter of recommendation from the building principal detailing his/her support for the candidate.

Teacher-candidates who are currently employed as the classroom teacher of record, either as a conditionally certified teacher or in a private school, are expected to complete all the various internship requirements in addition to fulfilling their contracted teaching obligations.

This implies that some of their regular preparation periods that can be reserved for lesson planning or classroom organization need to be dedicated to other internship-related requirements. For example, all teacher-candidates are expected to carry out observations of other teachers in other disciplines in order to gain an appreciation of their own emerging teaching style. While most teacher-candidates will fulfill this requirement at any point during the day, an employed teacher who is also a certification candidate can only use his or her prep period to fulfill this requirement. Teachers who are also certification candidates do not have the advantage of having a mentor with them in the classroom at all times. This means that common time needs to be set aside, either during a shared preparation period or before or after school, for a regular meeting and debriefing.

The teacher education program is required to identify at least one mentor teacher for each teacher-candidate. Mentors of conditionally-certified teacher-candidates are asked to help guide their teacher-candidates throughout the year by serving as a resource person, providing instructional assistance and offering encouragement. Ideally the mentor should be a colleague from the same department at the school who can help with discipline-specific teaching methodologies. Where this is not possible (as in a smaller school), it would be wise to have a mentor with whom the teacher-candidate feels comfortable and from whom he/she would be able to learn.

In terms of time commitment, the greatest time responsibility for the mentors of conditionally-certified teaching-candidates lies in regularly debriefing with the intern. Ideally, mentors take a few minutes out of their day to answer questions, discuss ideas, plan and work with their intern.

Even for employed teacher-candidates, mentors are still expected to observe and provide critical and supportive feedback for their interns.

Mentors are asked to carry out formative observations on a regular basis. As the year progresses, the teaching observations may become less frequent.

Each teacher-candidate is also assigned a university coordinator who will make regular visits and observations to the school site. Most university coordinators are former teachers and building administrators. The coordinator will expect to visit with the mentor during his or her visits throughout the year.

While the total time requirement for a mentor is specified by the program, the most intensive time is during the first part of the internship. Ideally, every mentor will provide a letter of support or recommendation for their teacher candidate at the end of the school year.

Teacher-candidates who are coming to their internship as an employed instructional assistant (IA) are expected to complete all the various internship requirements in addition to fulfilling their contracted obligations.

As part of the placement process, these IA teacher-candidates are expected to provide a letter of support from the classroom teacher detailing his/her willingness to support and mentor the teacher-candidate. In addition, the IA teacher-candidate will provide a letter from the building administrator detailing his/her support for the candidate.

These IA teacher-candidates may have numerous years of practical experience in the classroom. We recognize and apply this experience against the traditional internship requirements that are usually mandated to demonstrate competency for an endorsement area. In each situation some modifications of the typical internship may take place.

In general, and depending on the working arrangement with the school, most IA teacher-candidates can complete their internship while remaining employed at the school. Occasionally, some IA teacher-candidates find it necessary to take a 4-6 week, unpaid leave from their job to fulfill all their internship requirements. In either situation, all IA teacher-candidates are expected to fulfill their regular job requirements alongside their internship requirements.

To the IA teacher candidate's regular work load, various instructional responsibilities are added as the school year goes on. For Special Education IA teacher-candidates, this typically includes greater involvement in learning and/or co-administering the IEP process for their students. For example, as the mentor deems it appropriate, IA teacher-candidates may be asked to take additional responsibility for planning and developing more learning experiences for the case load. Perhaps they may be asked to be more involved in the supervision of students, other IAs, etc. In essence, the additional responsibilities are meant to provide a greater experience of what the mentor teacher accomplishes each day in the classroom. This is why most Special Education IA teacher-candidates put in longer school days than their IA peers in the building.

Each IA teacher-candidate will be assigned a mentor teacher. For Special Education IA teacher-candidates, their immediate Special Education supervisor in the building usually serves as the

mentor. Mentors are asked to help guide their teacher-candidates throughout the year. In terms of time commitment, the greatest time responsibility for the mentor lies in regularly debriefing with the teacher-candidate. Ideally, mentors take a few minutes out of their day to answer questions, discuss ideas, plan and work with their teacher candidate. Once Special Education IA teacher-candidates begin to take responsibility for planning student or small group work sessions, mentors are expected to observe and provide critical and supportive feedback for their teacher candidates.

Mentors are asked to carry out formative observations on a regular basis. These observations become less frequent as the IA teacher-candidate's skills and abilities improve. Ideally, every mentor will provide a letter of support or recommendation for their teacher-candidate at the end of the school year.

Each IA teacher-candidate is also assigned a university coordinator who will make regular visits and observations to the school site. Most of the university coordinators are retired teachers and building administrators. The university coordinator assigned to each IA teacher-candidate will work closely with the teacher-candidate and his/her mentor teacher to develop an appropriate internship schedule in early September. The coordinator will also expect to visit with the mentor during his or her visits throughout the year.

All Residency Certification candidates must complete the *Teacher-Candidate Information Form* and submit the completed form along with their résumé to the program chair to be forwarded to the Placement Office. The Placement Office is responsible for assuring that each internship placement is in compliance with the state and university policies.

Absence from Internship

Advance Notice

Other than illness or emergency, absences must be cleared well in advance with the university coordinator and the mentor teacher. The time in the school must be made up. Exceptions to the make-up rule are a one-day allowance for a professional conference and time for pre-scheduled job interviews.

Conference Attendance

Upon satisfactory performance in the internship, a teacher candidate may attend a professional conference relating to his/her major or special interest area in teaching for one day without having to make up the time in the schools. School time missed that extends beyond the one-day allowance is to be made up.

For approval to attend, the teacher candidate must submit an application to the university coordinator and mentor teacher several days prior to the conference, and must be performing at a satisfactory level in the school setting. A written report summarizing the content of sessions attended and stating possible applications for teaching must be submitted to the university coordinator within two weeks after conference attendance.

Special Programs

When opportunities are available, attendance at special programs or presentations in the Seattle area may be planned and required for an teacher candidate. Decisions on this requirement usually are made in advance.

Job Interviews

While it is preferable for teacher candidates to have interviews for future teaching employment after school hours, this is not always possible. Therefore, teacher candidates may be excused from their school settings for a maximum of three occasions with no more than 1/2 day release from school for each. The teacher candidate must be excused by the mentor teacher and university coordinator prior to the interview.

Graduation

Honors at Graduation. A memorandum is mailed to undergraduate spring quarter teacher candidates in April advising them to seek a projected internship grade if the inclusion of their grade will qualify them for honors at graduation. The teacher candidate is responsible for providing the university coordinator with the appropriate form. The university coordinator will project the grade for autumn and/or winter quarter(s) with the understanding that if changes occur, Student Academic Services will be notified.

Graduate Hooding. Spring quarter MAT/ARC teacher candidates who are graduating with their Master of Arts in Teaching degree are excused from their classrooms on the day of the Graduate Hooding Ceremony, a traditional SPU ceremony recognizing Master's degree students

for the completion of their advanced degree. During this ceremony, they are hooded by their respective program chair and may then take their place behind the university faculty for the Ivy Cutting procession.

Internship Completion

Successful Completion of the Internship

The chair of the relevant teacher education program will provide the certification coordinator with a list of individuals who have successfully completed their internship programs at the end of the applicable quarter.

Early Recommendation Policy

The university coordinator may provide an evaluation of an teacher candidate's progress so he/she can meet a school district's application deadlines. This evaluation will be based on the results of the mid-term evaluation conference.

The university coordinator reserves the right to delay completing the evaluation until the end of the internship experience.

The university coordinator reserves the right to revise the early evaluation after the final conference has been completed for the internship experience.

To be eligible for an early evaluation:

- The teacher candidate must have had a successful mid-term evaluation (at least 3.5 on scale of 4),
- The teacher candidate must give the university coordinator at least one week's notice before the recommendation is needed.

Extended Internship

It is possible that additional courses/experiences for individuals prior to certification is needed. An extended internship is a classroom experience that extends beyond the regular internship period and would normally be completed at the end of a given academic quarter.

Examples of cases where extended internship may apply:

1. Extensive absence occurs for any reason.
2. Performances during the regular internship period have not reached a satisfactory level.

Decisions on an Extended Internship. Decisions regarding necessity for and length of an extended internship will be made on an individual basis. Information regarding the extent of absence and/or the circumstances of performance will be provided to the relevant program chair by the university coordinator assigned to the teacher candidate.

Requirements for Enrollment for an Extended Internship. In the case of the illness or emergency, at the end of the academic quarter in which the internship is scheduled to be completed, the teacher candidate will request an "Incomplete" as is required in other college

classes. When the additional internship experience is successfully completed, the “Incomplete” grade will be replaced with the grade earned.

In the case of internship extensions due to other reasons, the teacher candidate will register for the designated number of credits as determined by the chair of the relevant teacher education program.

Credit Determination and Grading Policy. The internship grade will be determined through the results of the internship evaluation conference held at the end of the extended internship and the final responsibility for the grade shall be based on the judgment of the university coordinator.

Internship Withdrawal or Reassignment

Occasionally it is necessary for an teacher candidate to withdraw or be reassigned from the internship. Each situation is unique and is considered individually. Usually the following procedures are followed:

1. Voluntary withdrawal is precipitated by the teacher candidate who will communicate intent and rationale to the university coordinator and the chair of the relevant teacher education program. Common reasons for voluntary withdrawals are personal illness, family problems, or a change in professional goals.
2. If a teacher candidate decides to withdraw from an internship without or against the recommendation of the university coordinator, mentor teacher and/or chair of the relevant teacher education program, the teacher candidate will be required to petition for readmission and a new placement. Readmission and replacement are not guaranteed.
3. Compulsory withdrawal is preceded by one or more of the following:
 - a. A mid-term evaluation that is below minimum acceptable level for the midterm.
 - b. Recommendation of the administrator and mentor for less than satisfactory performance or unprofessional behavior at any time during the course of the internship.
 - c. Recommendation of the relevant teacher education program chair and/or program instructors and/or the Dean of the School of Education. Program instructors may provide supporting information and recommendations.

The following highlights the university-level procedures that a teacher candidate may follow to appeal compulsory withdrawal:

1. The teacher candidate may appeal the decision for removal from internship by the regular petition process.
2. Additional appeal may be made according to university policy as stated in the appropriate Seattle Pacific University undergraduate or graduate catalog (<http://www.spu.edu/acad/UGCatalog/20067/> or <http://www.spu.edu/prospects/grad/Academics/GRcatalog/index.asp>).

Reassignment of the teacher candidate may become necessary for a number of different reasons. Most frequently, reassignment is necessary because the mentor teacher becomes ill or changes job positions. In all cases it is the responsibility of the Placement Office to make the

reassignment after consultation with the proper program chair, the teacher candidate's university coordinator, and the appropriate school district personnel.

University Policy for Re-Entry to Internship

1. When a teacher candidate is not recommended for certification, he/she can be required to take courses or gain experience to improve skills before being allowed another internship experience.
2. A written petition for re-entry for an internship is required (for autumn internship by March 15, for winter internship by September 1, for spring internship by January 15). Petition forms are available in the main office.
3. If the re-entry petition is approved, the teacher candidate will be placed according to established procedures. Additional supervision beyond regularly scheduled supervision may be assigned as determined by the chair of the relevant teacher education program.

Please refer to the OSPI website (<http://www.k12.wa.us/>) for information regarding appeal policies and procedures as they relate to denial of certification beyond the university level according to state law.

Career Development Center Services and Job Search Activities

A variety of activities are provided by the Career Development Center. These may include information about establishing a placement file, writing a résumé, learning interview strategies, and other job search related skills. The Career Development Center is located on the second floor of the Student Union Building (206-281-2485) and information regarding their services can be found at www.spu.edu/depts/cdc.

Placement Files/Workshop. School districts and hiring personnel typically expect to receive professional references in a placement (or credential) file sent directly from the university. Other than references, placement files include your résumé and an SPU transcript. Your university coordinator, mentor teacher, principal, and other significant employers will be among your reference writers. An opportunity to sign up and establish your placement file is included in either the Teacher as Person (EDU 4899) or the Leadership in Teaching (EDU 6139) course.

Résumé Development. Your résumé is a focused and attractive summary of the qualifications you bring to a position. It is often your first contact with an employer and can make a lasting impression. Developing a good résumé is a creative process and helps you to define what you have to offer. After developing a rough draft of your résumé, you may make an appointment to have it critiqued by a Career Development Center counselor.

Job Search and Interviewing Skills. Education job search strategies and interviewing principles will be covered for all teacher candidates at workshops during the year. Career Development Center counselors are available to discuss specific concerns and to practice interviewing skills with you on an appointment basis.

Recruiting. Public and private school districts contact SPU each year to schedule a variety of on-campus recruiting activities, including the annual education recruitment fair. Recruiters also regularly come to campus to conduct group information sessions and group or individual interviews. Recruiter schedules will be available on the Career Development Center website (<http://www.spu.edu/depts/cdc/>). Please note that in order to attend some of these recruiting sessions, you must pre-register with the Career Development Center (206-281-2485). Scheduling is processed on a “first-come, first-serve” basis.

Job Listings. Due to the rapid development of accessible and comprehensive education job listings on the Internet, the Career Development Center provides a listing of recommended sites for school district listings and application information. This listing is available on the Career Development Center website. A hard copy of this listing may be requested from the Career Development Center.

Resource Materials. The Career Resource Library in the Career Development Center contains information materials on job search, résumés, interviewing and more. In addition to general career resources, the Career Resource Library includes items of particular importance to education professionals. Directories of hiring personnel for both public and private schools throughout the state and nation are also available for your job search.

Forms





CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate –	Date –
Mentor Teacher –	School –
University Coordinator –	Subject / Grade Level –
Lesson Title/Unit Title –	

Total Number of Students	Females	Males	Age Range	Number of students who have limited English proficiency (LEP)
What modifications are made for LEP students?				

1. Classroom rules and routines that affect the lesson.

2. Describe the range of abilities in the classroom.

3. Describe the range of socio-economic backgrounds of the students.

4. Describe the racial/ethnic composition of the classroom and how you make your teaching and learning culturally responsive.

Accommodations for Learning Differences		
How many special education and gifted/talented students in your classroom?		
Special Education Category	Number of Students	Accommodations/ IEP Objectives
How many 504 Students?	Accommodations made for 504 Students	
Additional considerations about the students for whom you need to adapt teaching? (e.g. religious beliefs, family situations, sexual orientation?)		

School of Education

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WRITTEN LESSON PLAN

Teacher Candidate – _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject – _____ Lesson Title – _____ Date – _____

Co Teaching Lesson – Yes No *If yes, check the appropriate method:* *If no, check if this is during your time to solo in the classroom -*

One Teach, One Observe (lead) One Teach, One Drift (lead) Station Teaching Parallel Teaching Supplemental Teaching

One Teach, One Observe (observe) One Teach, One Drift (drift) Alternative Teaching Team Teaching

Learning Targets		
EALRs	GLEs	Objectives
Assessment – <i>What will students do to demonstrate competence specific to learning?</i>	Learning Experiences – <i>What learning experiences are the students engaged in to demonstrate the learning target’s knowledge and skills?</i>	Strategies for Creating an Inclusive, Supportive Learning Community – <i>What strategies will be used to facilitate effective classroom management at key points during the lesson?</i>
Be sure to align all assessments with their corresponding learning experiences.		

What does each co-teacher do before, during and after the lesson?				
	Teacher Candidate	Mentor Teacher	Paraprofessional(s)	Other
What are the specific tasks that I do BEFORE the lesson?				
What are the specific tasks that I do DURING the lesson?				
What are the specific tasks that I do AFTER the lesson?				
When, where and how will we debrief the co-teaching lesson?				
Grouping of Students for Instruction		Instructional Materials, Resources and Technology		
Accommodations and Modifications		Family Involvement Plan		
		 <small>Engaging the culture. changing the world.</small>		

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN

Teacher Candidate – _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject – _____ Lesson Title – _____ Date – _____

Co Teaching Lesson – Yes No If yes, check the appropriate method: _____ If no, check if this is during your time to solo in the classroom -

- One Teach, One Observe (lead) One Teach, One Drift (lead) Station Teaching Parallel Teaching Supplemental Teaching
 One Teach, One Observe (observe) One Teach, One Drift (drift) Alternative Teaching Team Teaching

Learning Targets		
EALRs	GLEs	Objectives
The EALR for the lesson is to be entered here verbatim. Usually limit lessons to 1 – 2 EALRs	The corresponding GLEs or Benchmarks are to be entered here verbatim.	Objectives = skills or concepts Objectives need to tell what the student will know and/or be able to do at the end of the lesson. Objectives need to be measurable, use action verbs, and be clear and simple to follow. They need to be aligned with the GLE and/or EALR.
Assessment – What will students do to demonstrate competence specific to learning?	Learning Experiences – What learning experiences are the students engaged in to demonstrate the learning target’s knowledge and skills?	Strategies for Creating an Inclusive, Supportive Learning Community – What strategies will be used to facilitate effective classroom management at key points during the lesson?
Be sure to align all assessments with their corresponding learning experiences.		
Both formative and summative assessment activities are to be included in this section. <ul style="list-style-type: none"> This includes those checks for understanding used to assess comprehension during the lesson. For each objective statement there should be at least one corresponding assessment. A clear understanding of how the assessment activity assesses the learning targets should be evident. The formal assessment(s) should include the criteria/standard to know the objective has been obtained (e.g. rubric, IEP goals, % scores...). Teacher candidates can attach a copy of the rubric to the lesson plan. They are encouraged to include a copy of the actual assessment, too. If the corresponding assessment task does not take place	In this section, the sequence of steps in the lesson will be described. General lesson sequences may be more directive (e.g., ITIP) or open (constructivist). Whatever design is used, lessons need to be explicitly outlined. For example, an ITIP lesson sequence would include the following sequence: Objective & Purpose>Anticipatory Set>Input/Activity>Modeling>Check for Understanding>Guided Practice>Independent Practice. For a constructivist lesson: Objective & Purpose>Explore/Experiment>Hypothesize/Explain>Report/Assess Sufficient detail is needed to see intention of the learning experiences. This includes: <ul style="list-style-type: none"> What you think might happen during the lesson. What you will say as directions should be explicitly mentioned. The various questions that you anticipate asking. 	Specific strategies to maintain student attention are included in this section. These strategies should be supportive, inclusive, provide for intrinsic motivation and help students become engaged in their own learning. Explanation of transition activities and/or procedures should be clear. Checks for understanding of directions and procedures are to be included in this column (e.g. <i>What will happen next? How do we work with partners? What is the third step we need to follow?</i> etc.). These should be in line or correspond with the sequence of events (This might mean considerable “blank” space in this column until a procedural check for understanding takes place.)

<p>during the lesson (such as a test), then teacher candidates are to include a statement that says when the assessment will take place later in the unit.</p> <p>All assessments are to be in line or correspond with the related learning experiences activities. (This might mean considerable "blank" space in this column until an assessment or a check for understanding takes place.)</p>	<p>It should be clear that the learning experiences are aligned with the objectives and assessment tasks. The sequence of lesson steps should reflect:</p> <ul style="list-style-type: none"> ▪ Multiple approaches to learning that are responsive to the description of students provided in the <i>Classroom-Student Characteristics</i> form. ▪ Research and principles of effective practice. ▪ A transformative multicultural perspective. <p>Attempts to stimulate problem solving and critical thinking.</p>			
What does each co-teacher do before, during and after the lesson?				
	Teacher Candidate	Mentor Teacher	Paraprofessional(s)	Other
What are the specific tasks that I do BEFORE the lesson?	Prepare all lesson teaching materials, connect presentation system.	Set out all student materials, arranges classroom so students able to work in triads.	Assists mentor teacher.	
What are the specific tasks that I do DURING the lesson?	Concentrate on lesson pacing, leaving time for student reflection, monitoring all students.	Monitors and assists students, signal when time for lesson reflection.	Maintains lesson supplies.	
What are the specific tasks that I do AFTER the lesson?	Self evaluation, complete lesson reflection.	Completes written notes, prepares for debriefing.	Sets out supplies for next lesson	
When, where and how will we debrief the co-teaching lesson?	Debrief will take place after school in classroom. Teacher Candidate will share lesson reflection. Mentor teacher will share notes from Pedagogy Assessment. Focus will be on pacing and success of student reflection at the end of the lesson.			
Grouping of Students for Instruction		Instructional Materials, Resources and Technology		
Explanation of how groups will be formed. Helps demonstrate if the grouping arrangements are appropriate for large and small group activities in the lesson.		A listing of materials for the activities, community resources that will be used, and needed technology for the lesson		
Accommodations and Modifications		Family Involvement Plan		
<p>More specific reference to accommodations and modifications that will be implemented in THIS lesson to accommodate the student diversity of the class.</p> <p>Individual student needs are clearly indicated.</p>		<p>Description of family involvement. If the lesson does not explicitly require family involvement, this section should describe how the lesson fits in with the family involvement plan for the unit. Letting parents know how the student is doing in the course may also be part of the plan.</p> 		

Notes:

1. The Learning Targets (EALRs, GLEs, and Objectives), Assessment, and Learning Experiences are meant to flow together. Consider a “thinking path” from EALRs – GLEs – Objectives – Assessment – Learning Experiences.
2. There is a need for “deep alignment” in Learning Targets, Assessment, and Learning Experiences. This includes consideration for content, context, and cognitive demand in the planning process.
3. Teacher candidates are encouraged to include sufficient detail in order to demonstrate appropriate instructional thinking. Explanation of this thinking is to be provided in the Lesson Plan Rationale.
4. A showcase lesson plan includes the following elements:
 - a. Completed Classroom and Student Characteristics Form
 - b. Completed Lesson Plan
 - c. Completed Lesson Plan Rationale
5. Teacher candidates are reminded to consistently use the most current version of the Lesson Plan template which can be found on the Downloadable Forms Rack at <http://www.spu.edu/depts/soe/forms.asp>.

WRITTEN SOURCES OF EVIDENCE

Criterion	Not Met	Met
1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.		
A. Alignment	The learning targets are not aligned with EALRs, state learning goals, district goals, and school & classroom goals.	The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.
B. Meaningfulness/Importance	The learning targets represent trivial learning and lack potential for fostering critical thinking and problem solving.	The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.
C. Developmental and Instructional Appropriateness	The learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or their characteristics and needs.	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.
D. Accuracy	The plan's learning targets represent activities rather than learning outcomes and cannot be assessed.	The plan's learning targets define learning outcomes and can be assessed.
E. Multicultural Perspectives	The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.
2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.		
A. Developmental Characteristics	The plan reflects minimal or inaccurate understanding of students' developmental characteristics.	The plan reflects understanding of students' developmental (cognitive, social, moral, physical, etc.) characteristics
B. Exceptionalities	The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs.	The plan reflects understanding of students' exceptionalities and special learning needs.
C. Cultural Backgrounds, Ethnicity, Language Development, (SES), Gender	The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.
D. Approaches to Learning	The plan reflects minimal or inaccurate understanding of students' varied approaches to learning.	The plan reflects understanding of students' varied approaches (e.g. learning styles) to learning.
E. Prior Knowledge and Skills	The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets.	The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.
F. Community Factors Impacting Student Learning	The plan reflects minimal or inaccurate understanding of community factors that impact student learning.	The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.		
A. Appropriateness	There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.	The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.
B. Purpose	Interactions in the plan focus primarily on negative student behavior and performance.	The plan for family interaction provides and elicits information regarding student learning and well being, including low-status/historically marginalized families.
C. Cultural Responsiveness	Interactions in the plan are routine with little or no effort to make interactions culturally responsive.	The plan's interactions with families are culturally responsive for each student and his or her family.
D. Two-Way Communications	The plan provides limited opportunities for families to engage in communication about the learning progress and well being of their children	The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well being.

Criterion	Not Met	Met
4. The teacher candidate designs assessment strategies that measure student learning.		
A. Alignment	The plan's assessment strategies are not aligned with the learning targets.	The plan's assessment strategies are aligned with the learning targets.
B. Technical Soundness	The plan's assessment strategies do not measure the intended outcomes of the learning targets.	The plan includes assessments that measure the student outcomes reflected in the learning targets.
C. Formative and Summative Assessment	The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning.	The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.
D. Multiple Modes and Approaches	The plan's assessment strategies employ a single assessment mode or approach.	The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.
E. Feedback	The plan's assessment strategies provide no opportunities for students to receive feedback.	The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.
5. The teacher candidate designs instruction based on research and principles of effective practice.		
A. Alignment	The plan's learning activities are not aligned with learning targets and assessments.	The plan's learning activities are aligned with learning targets and assessments.
B. Lesson Sequence	The plan's learning activities are unrelated to prior learning and do not support the learning targets.	The plan's learning activities account for prior learning and support the learning targets.
C. Research-Based Pedagogy	The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.
D. Academic Knowledge and Perspective	The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.	The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.
E. Culturally Responsive Learning Activities	The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment.	The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.
F. Materials and Resources	The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender.	The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.
G. Use of Technology	The plan incorporates few opportunities for students to learn with varied technologies.	The plan utilizes technology to support and enhance instruction and student learning.
H. Heterogeneous Grouping	The plan's learning activities exclude heterogeneous cooperative learning groups.	The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students.
I. Student Engagement	The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.	The plan describes how students will become intrinsically motivated and engaged in their own learning.

WRITTEN SOURCES OF EVIDENCE ASSESSMENT RECORD



Candidate _____ Date _____

Mentor Teacher _____ University Coordinator _____

School _____ Subject / Grade Level(s) _____

SCORING SCALE: Meeting Standard Not Meeting Standard Showcase Lesson
 4 – Exceeds standard 2 – Approaching standard Yes No
 3 – Meets standard 1 – Significantly below standard

Criterion	Score	Comments (Evidence of Performance)
1. The candidate sets learning targets that address the EALRs & state learning goals		
A. Alignment	4 3 2 1	
B. Meaningfulness/Importance	4 3 2 1	
C. Developmental and Instructional Appropriateness	4 3 2 1	
D. Accuracy	4 3 2 1	
E. Multicultural Perspectives	4 3 2 1	
2. The candidate demonstrates knowledge of the characteristics of students & their communities.		
A. Develop. Characteristics	4 3 2 1	
B. Exceptionalities	4 3 2 1	
C. Culture, Ethnicity, Language Development, SES, Gender	4 3 2 1	
D. Approaches to Learning	4 3 2 1	
E. Prior Knowledge and Skills	4 3 2 1	
F. Community Factors	4 3 2 1	
3. The candidate plans and establishes effective interactions with families to support student learning & well being.		
A. Appropriateness	4 3 2 1	
B. Purpose	4 3 2 1	
C. Cultural Responsiveness	4 3 2 1	
D. Two-Way Communication	4 3 2 1	
4. The candidate designs assessment strategies that measure student learning.		
A. Alignment	4 3 2 1	
B. Technical Soundness	4 3 2 1	
C. Formative & Summative Assessment	4 3 2 1	
D. Multiple Modes/Approaches	4 3 2 1	
E. Feedback	4 3 2 1	
5. The candidate designs instruction based on research and principles of effective practice.		
A. Alignment	4 3 2 1	
B. Lesson Sequence	4 3 2 1	
C. Research-Based Pedagogy	4 3 2 1	
D. Academic Knowledge & Perspective	4 3 2 1	
E. Culturally Responsive Act.	4 3 2 1	
F. Materials and Resources	4 3 2 1	
G. Use of Technology	4 3 2 1	
H. Heterogeneous Grouping	4 3 2 1	
I. Student Engagement	4 3 2 1	

Teacher candidate_____
University Coordinator_____
Mentor Teacher

OBSERVED SOURCES OF EVIDENCE ASSESSMENT RECORD



Candidate _____ Date _____

Mentor Teacher _____ University Coordinator _____

School _____ Subject / Grade Level(s) _____

SCORING SCALE: Meeting Standard Not Meeting Standard Showcase Lesson
 4 – Exceeds standard 2 – Approaching standard Yes No
 3 – Meets standard 1 – Significantly below standard

Criterion	Score	Comments (Evidence of Performance)
6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.		
A. Alignment	4 3 2 1	
B. Meaningfulness/ Importance	4 3 2 1	
C. Accuracy	4 3 2 1	
D. Interdisciplinary Instruction	4 3 2 1	
E. Culturally responsive & Gender-sensitive Instruction	4 3 2 1	
7. Students participate in a learning community that supports their learning and well-being.		
A. Democratic Classroom	4 3 2 1	
B. Respect	4 3 2 1	
C. Learning Community	4 3 2 1	
D. Self-Directed Learning	4 3 2 1	
E. Diverse Perspectives	4 3 2 1	
F. Heterogeneous Grouping	4 3 2 1	
8. Students engage in learning activities that are based on research and principles of effective practice.		
A. Questioning & Discussion Techniques	4 3 2 1	
B. Delivery and Pacing	4 3 2 1	
C. Differentiated Instruction	4 3 2 1	
D. Active Learning	4 3 2 1	
E. Technology	4 3 2 1	
9. Students experience effective classroom management and discipline.		
A. Use of Classroom Materials	4 3 2 1	
B. Equitable Discipline	4 3 2 1	
C. Transitions	4 3 2 1	
D. Response to Interventions	4 3 2 1	
E. Democratic Practices	4 3 2 1	
F. Positive Reinforcement	4 3 2 1	
G. Age Appropriate	4 3 2 1	
H. Appropriate Arrangement of students	4 3 2 1	
10. The teacher candidate and students engage in activities that assess student learning.		
A. Alignment	4 3 2 1	
B. Multiple Modes/Approaches	4 3 2 1	
C. Feedback	4 3 2 1	
D. Understanding Assessment	4 3 2 1	
E. Self-Assessment	4 3 2 1	
F. Student Reflection	4 3 2 1	
G. Positive Impact on Student Learning	4 3 2 1	

Teacher candidate_____
University Coordinator_____
Mentor Teacher

OBSERVED SOURCES OF EVIDENCE

Criterion	Not Met	Met
6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.		
A. Alignment	Classroom instruction and the instructional plan are not aligned.	Classroom instruction is aligned with the instructional plan.
B. Meaningful Opportunities to Learn	Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.	Students are learning the key skills and concepts needed to reach the learning targets.
C. Accuracy	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate content knowledge.
D. Interdisciplinary Instruction	Students participate in tasks that focus on a single discipline without making connections to other subject areas.	Students are engaged in tasks that provide interdisciplinary connections with other subject areas.
E. Culturally Responsive and Gender-Sensitive Instruction	Students participate in tasks that represent limited cultural and gender-sensitive perspectives.	Students respond using multicultural and gender-sensitive perspectives.
7. Students participate in a learning community that supports student learning and well-being.		
A. Democratic Classroom	Students do not participate in the development of classroom behavioral expectations and norms.	Students participate in the development of classroom behavioral expectations and norms
B. Respect	Classroom interactions between students and teacher candidate or between peers are disrespectful.	Classroom interactions between students and teacher candidate or between peers reflect respect for others.
C. Learning Community	In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.	Students support one another in group learning activities and include low-status/historically marginalized students.
D. Self-Directed Learning	Students have no opportunity to express their opinions and provide suggestions regarding their own learning.	Students express their opinions and provide suggestions regarding their own learning.
E. Diverse Perspectives	Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.	Students show respect for multicultural and gender perspectives expressed by others.
F. Heterogeneous Groups	Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students.	Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students.
8. Students engage in learning activities that are based on research and principles of effective practice.		
A. Questioning and Discussion Techniques	Students experience learning activities that include limited opportunities to pose and answer questions.	Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.
B. Delivery and Pacing	Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.	Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.
C. Differentiated Instruction	Students experience undifferentiated learning activities.	Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.
D. Active Learning	Students are not engaged in learning activities OR low-status, marginalized students are disproportionately disengaged.	Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.
E. Technology	Students have no opportunities to use technology as part of the learning or assessment process.	Students use technology when engaging in learning or the demonstration of their learning.

Criterion	Not Met	Met
9. Students experience effective classroom management and discipline.		
A. Use of Classroom Materials	Students use materials with little regard for order and others.	Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.
B. Equitable Discipline	Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.	Students are fairly and equitably disciplined.
C. Transitions	Students have limited success changing from one learning task to another without disruptions in the flow of learning.	Students move between learning tasks in an efficient manner.
D. Response to Interventions	Students demonstrate little or no response to interventions.	Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.
E. Democratic Practices	Students have limited opportunities to experience democratic classroom practices.	Students are engaged in democratic classroom management practices (e.g. students are involved in becoming intrinsically motivated and engaged in their own learning; students can empathetically see across their self-interests and biases).
F. Positive Reinforcement	Students are not receiving appropriate reinforcement for their participation in the activity or lesson.	Students are receiving appropriate reinforcement for their participation in the activity or lesson.
G. Age Appropriate	Students are not managed in a developmentally appropriate manner.	Students are managed in a developmentally appropriate manner.
H. Appropriate Arrangement of students	Students are inappropriately arranged for the specific lesson or activity.	Students are appropriately arranged for the specific lesson or activity.
10. The teacher candidate and students engage in activities that assess student learning.		
A. Alignment	Students are not engaged in assessments that are aligned with learning targets.	Students engage in assessment activities that are aligned with learning targets.
B. Multiple Modes and Approaches	All students engage in the same assessment strategy to measure their performance.	Students engage in a variety of assessments that measure their performance relative to the learning targets.
C. Feedback	Some students receive limited feedback regarding their performance.	Students receive constructive, timely feedback based on assessment results.
D. Understanding of Assessment	Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets.	Students demonstrate an understanding of the relationship between the assessments and learning targets.
E. Self-Assessment	Students are not involved in self-assessment related to the learning targets.	Students engage in self-assessment related to the learning targets (e.g. opportunities for reflection).
F. Student Reflection	Students do not reflect on their performance relative to learning targets.	Students reflect on their performance in order to evaluate progress over time relative to learning targets (e.g. journal, record books, portfolios, etc.).
G. Positive Impact on Student Learning	Assessment results reflect insignificant learning relative to the learning targets by at least some students.	Assessment results show the expected amount of learning relative to the learning targets by all students.



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Lesson Plan Rationale

- For each lesson, please respond to the questions below on a separate piece of paper. If a question is not relevant to your lesson or class, please indicate that the question doesn't apply.
- If you plan to address a question in a subsequent lesson, but not in this lesson, please indicate this next to the question.

Learning Target(s)

- a. How do the learning targets relate to EALRs, GLEs, state learning goals, district goals, school goals, or classroom goals?
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?
- c. How do the learning targets incorporate a multicultural perspective?
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

Assessment Strategy

- a. How does the assessment strategy accommodate students at different developmental or achievement levels?
- b. How does the assessment strategy respond to differences in students' cultural and linguistic backgrounds?

Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
- b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
- c. How do the experiences incorporate multicultural perspectives?
- d. How do the experiences stimulate student problem solving and critical thinking?
- e. How do the experiences create an inclusive and supportive learning community?
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

Family Interactions

- a. Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. (Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.)

Positively Impacting Student Learning

- a. What evidence can you provide that you have positively impacted student learning through this lesson?



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 Dispositions Assessment
 Summary*

School of Education Mission Statement

To prepare educators for service and leadership in schools, communities, the nation and the world by developing their professional competence and character through the framework of Christian faith and values.

9-10 Exemplary
7- 8 Proficient
5-6 Adequate
3-4 Improving
1-2 Needs Improvement

Candidate's Name _____

Program (Undergrad/Post-Bac; MAT; ARC) _____

Evaluator (include relationship to candidate) _____

Quarter / Date _____

SERVICE		LEADERSHIP		COMPETENCE	
Caring and Nurturing		Professional Responsibility		Positive Engagement	
Disposition	Score	Disposition	Score	Disposition	Score
Encourages diversity and is culturally responsive		Engages in professional improvements		Exhibits task oriented communication	
Demonstrates empathy, caring and compassion toward self and others.		Exhibits professional behaviors		Listens actively	
Demonstrates the ability to effectively listen for both content and feelings		Respects self and others		Contributes to positive climate	
Encourages and assists others in coming up with their own best solutions to problems		Exhibits effective communication		Exhibits positive approach to problem solving	
Values and encourages the uniqueness of self and others		Exhibits effective planning		Demonstrates flexibility	
Validates others' feelings and provides comfort		Demonstrates ability to multitask		Communicates with mentor regarding absenteeism	
CHARACTER					
Reflective Learner		Ethical Character			
Disposition	Score	Disposition	Score	Disposition	Score
Self reflects		Exhibits honesty/integrity		Maintains confidentiality	
Exhibits intellectual curiosity		Exhibits good moral character and personal fitness		Exhibits professional conduct in the educational setting	
Exhibits use of humor appropriately in the classroom		Is able to keep personal problems/issues out of the classroom		Demonstrates a strong work ethic	

*Adapted, and used with permission, from the Education Division Dispositions Evaluation Rating Scale developed by St. Martin's College, Lacey WA.

Example Template – Full-Time Teaching Lesson Plan Format

A format similar to the one below is suggested for full-time teaching, or the teacher candidate may choose to use a traditional teachers' plan book. Long lesson plan forms may always be used for planning lessons needing more detail. Long lesson plans are also required for Showcase Lessons. A form such as this should be used with the university coordinator's and the mentor teacher's consent. You can set up a table on your own computer.

This example is for a math teacher candidate teaching five periods a day.

Week of _____

	Period 1 8:05 – 8:55	Period 2 9:00 – 9:50	Period 3 9:55 – 10:45	Period 4 10:50 – 11:40	Lunch 11:45 – 12:35	Period 5 12:40 – 1:30	Period 6 1:35 – 2:25
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Draft Professional Development Plan



The following **Draft Professional Development Plan** is based on the Washington State Professional Teaching Certificate. The professional certificate requires successful demonstration of three standards (effective teaching, professional development, and professional contributions) and 12 criteria, pursuant to WAC 181-78A-540, related to these standards. These can be accessed via the online forms rack on the School of Education website.

When you prepare for the professional certificate, you will be asked to document evidence that you have met each standard. Wherever appropriate, you will need to provide evidence that your teaching has had a positive impact on student learning as defined in WAC 181-78A-010(8).

WAC 181-78A-010(8) Definition of terms – “Positive Impact on Student Learning”

"A positive impact on student learning" means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements.

To help you write your draft professional development plan for your residency teaching certificate, choose at least seven criteria from the Professional Certificate standards based on the following distribution:

- four criteria from standard one (*Effective Teaching*)
- criterion 2a and at least one other criterion from standard two (*Professional Development*)
- at least one criterion from standard three (*Professional Contributions*)

Complete this form by indicating what you will do to document your growth in these seven areas. Indicate either the frequency with which you will carry out the activity or a target date for having completed the activity. Be sure to describe the professional development activity and how you will demonstrate that you have positively impacted student learning. An example is provided below.

Professional Standard / Criteria	Professional Development Activity	Observable Evidence of Positively Impacting Student Learning
Effective Teaching Demonstrate the knowledge and skills which ensure student learning.		
1g	Inform, involve, and collaborate with families and community members as partners in each student's educational process, including using information about student achievement and performance.	I will email parents to report positive behavior or achievement progress once a month for each student. I will schedule special conferences as needed (in addition to the regular teacher/parent interviews) with families if a particular concern of academic achievement would be best handled in a personal meeting as opposed to over the phone. I will document student progress as follow-up to all special conferences. I will then report this information to the parents not more than two weeks later.

Note: This is a reflective, professional development process that should be on-going throughout your career.

Draft Professional Development Plan for _____

Date: _____

Professional Standard / Criteria	Professional Development Activity	Observable Evidence of Positively Impacting Student Learning
Effective Teaching Demonstrate the knowledge and skills which ensure student learning.		
1a Use instructional strategies that make learning meaningful and show positive impact on student learning.		
1b Use a variety of assessment strategies and data to monitor and improve instruction.		
1c Use appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment.		
1d Design and/or adapt challenging curriculum that is based on the diverse needs of each student.		
1e Demonstrate cultural sensitivity in teaching and in relationships with students, families, and community members.		
1f Integrate technology into instruction and assessment.		
1g Inform, involve, and collaborate with families and community members as partners in each student's educational process, including using information about student achievement and performance.		

Professional Development		
Demonstrate the knowledge and skills which ensure professional development.		
2a	Evaluate the effects of your teaching through feedback and reflection.	
2b	Use professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities.	
2c	Remain current in subject area(s), theories, practice, research and ethical practice.	
Professional Contributions		
Demonstrate professional contributions to the improvement of the school, community, and the profession.		
3a	Advocate for curriculum, instruction, and learning environments that meet the diverse needs of each student.	
3b	Participate collaboratively in school improvement activities and contribute to collegial decision-making.	

Notebook Organization – Undergraduate/Post-Baccalaureate Secondary, MAT, ARC teacher candidates

Please use a 3”, three-ring binder to keep your internship material current. Keep this binder at school every day so it is always available whenever the coordinator visits.

Section 1: SPU Information

- ___ Coordinator Information
- ___ Observations sheets completed by SPU Coordinator
- ___ Internship Calendar
- ___ Internship Requirements Checklist
- ___ Internship Site Introduction Form
- ___ Daily Lesson Plan Blank Forms and weekly Lesson Plan Blank Forms (if needed)

Section 2: School Site Information

- ___ School Map and information
- ___ School Schedule
- ___ Weekly Schedule of Teacher candidate
- ___ Classroom Management Plan
- ___ School Emergency Plan

Section 3: Course Overviews

- ___ Course Overview for course preparation one
- ___ Course Overview for course preparation two
- ___ Course Overview for course preparation three

Section 4: Unit Plans

- ___ Unit plan for course preparation one
- ___ Unit plan for course preparation two
- ___ Unit plan for course preparation three

Section 5: Lesson Plans – Course Preparation One

- ___ Seating Chart for Preparation 1 (taped to inside of divider and facing the lesson plan for the day.)
- ___ Lesson Plan for today
- ___ Lesson Plan for yesterday with completed self-evaluation
- ___ Keep all lesson plans with the most current at the front

Section 6: Lesson Plans – Course Preparation Two

- ___ Seating Chart for Preparation 2 (taped to inside of divider and facing the lesson plan for the day.)
- ___ Lesson Plan for today
- ___ Lesson Plan for yesterday with completed self-evaluation
- ___ Keep all lesson plans with the most current at the front

Section 7: Lesson Plans – Course Preparation Three

- ___ Seating Chart for Preparation 3 (taped to inside of divider and facing the lesson plan for the day.)
- ___ Lesson Plan for today
- ___ Lesson Plan for yesterday with completed self-evaluation

Section 8: Future unit plans and material preparation

- ___ Course Preparation 1
- ___ Course Preparation 2
- ___ Course Preparation 3

Section 9: Career Development

- ___ Letters of Recommendation from your supervising teachers
- ___ Job fair information; Placement file information
- ___ Resume development

If you teach the same content more than one period, insert a sheet that says “See Period #__” indicating the period of the first teaching in lieu of multiple copies of each daily plan.

Additional course preparations will call for additional dividers.

As the internship progresses, it may be necessary to place your preparations in an additional binder or file folders.